Health
and Welfare
Canada

Santé et
Bien-être social
Canada

A Review and Analysis of Drug Abuse Prevention and General Programs

Canada

86-05316/

[illegible]

[illegible]

Minister of Supply and Services Canada 1986

Cat No H39-88 1985E
ISBN 0-662-14313-2

Parent Education

A Review and Analysis of Drug Abuse Prevention and General Programs

Based on a review by
Paul C. Whitehead
and Louis Gliksman

April 1984

A project of the
Health Promotion Directorate
Health and Welfare Canada

Published by the authority of the
Minister of National Health and Welfare

1

Table of Contents

Acknowledgements 6

Chapter 1

Introduction to Parent Education 9

Historical Background 10

Theoretical Background 11

Chapter 2

Parenting Strategies 19

Chapter 3

General Parent Education Programs 33

Parent Effectiveness Training (P.E.T.) (1962, 1968, 1973, 1980) 34

Children: The Challenge (1964) 36

Becoming a Better Parent (1973, 1976) 38

*Relation Parent-Enfant (1974) 40

*Relation Parent-Adolescent (1976) 42

STEP: Systematic Training for Effective Parenting (1976) 44

Parent Child Communication: Workshop Models for Family Education (1977) 46

Project FIT: Families Interacting Together (no date) 48

Creating Supportive Systems (1979) 50

Adult Workshops on Adolescence (1980) 52

Parenting Skills (1982) 54

*The Primary Prevention Project (1982) 56

Chapter 4

Alcohol/Drug Parent Education Programs 59

A Family Response to the Drug Problem (1976) 60

How to Talk with Children About Drinking: A Parenting Guide to Alcohol Education (1977) 62

The Power of Positive Parenting: A Course for Parents of Young Children (1977) 64

Communication and Parenting Skills (CAPS) (1979) 66

Adults, Drugs & Decisions: A Parent Handbook for Drug Abuse Prevention (1980, 1982) 68

Families, Drugs and Decisions: A Families Handbook for Drug Abuse Prevention (1981) 70

Parent/Family Substance Drug Abuse Prevention Education (1981) 72

*Kids and Drugs: Prevention Education for Parents (1982, 1984) 74

The Parents' Network (1982) 76

*Let's Talk About Drugs (1983) 78

Chapter 5

Near Programs: Related Parent Education Materials 81

All in the Family (no date) 82

Awareness Education for Parents: Caring, Coping & Communication (no date) 84

Toughlove: A Self-Help Manual for Parents Troubled by Teenage Behavior (1980) 86

*The Parents' Academy: Learning About Children (1980, 1981) 88

Who's Raising the Family? A Workbook for Parents and Children (1981) 90

*Academy on Parenting (1982) 92

Developing Capable Young People (1982) 94

*Together ... Is Better (1982) 96

*The Family Challenge-A Lifestyle Adventure (1983) ... 98

*Talking Through The Hole In the Fence. A Family Guide (1983) ... 100

Chapter 6

A Developmental Perspective of Parent Education Programs ... 103

Chapter 7

Conclusions and Recommendations ... 111

Two Illustrations ... 112

1. Parenting Program of the Rotary Creche Child and Family Clinic ... 113

2. You're Not Alone: Media Campaign ... 115

Does It Work? ... 117

Evaluation ... 118

Footnotes ... 124
Bibliography ... 126
Appendix A ... 136
Questionnaire ... 138

*Programs developed in Canada.

Acknowledgements

An earlier version of this study was widely circulated by Health and Welfare Canada to professionals and others working in the area of parent education. A three-page questionnaire about the utility of the information, its style of presentation and general relevance was included with it. The comments received contributed to the decision to move ahead with the study and they included suggestions that have been incorporated into this version. We would like to take this opportunity to thank all those who took the time to respond.

Barbara Helm, Consultant, Education and Training Unit, Health Promotion Directorate, Health and Welfare Canada initiated this project and provided guidance, assistance and encouragement. She has contacted many people in Canada and made them aware of one another so that there now exists a network of persons interested in and working in the area of parent education.

Sandra Murray, Education Consultant, Health Promotion Directorate, reviewed the parenting materials, identified new information and authors and rewrote and structured Chapters III, IV and V.

Jim Anglin of the School of Child Care, University of Victoria, provided detailed comments that we found particularly helpful in revising the original work.

Gaston Gauthier, Coordinator of Family Life Education at the Montreal Catholic School Commission, described the two French programs which he and Sylvianne Michaud developed for the Commission's Department of Adult Education.

We also wish to acknowledge the following people who have provided additional consultation and/or materials:

Mrs. Rudolph Dreikurs, Chicago, Illinois;

Leslie Fedorchuk, Milwaukee Council on Drug Abuse;

Avraham Forman, United States Department of Health and Human Services;

Darlene Hall, the Rotary Creche Child and Family Clinic (Toronto);

John Ireland, Canadian Mental Health Association (Ontario Region);

Joan Mansfield, Canadian Home and School Parent-Teacher Federation;

Susan Nobel, TV Ontario;

Valerie Paape and Darlene Golinowski, Alcoholism Foundation of Manitoba;

Richard K. Robertson, the Church of Jesus Christ of Latter-day Saints (Toronto);

Inger Slater, Parent Effectiveness Training (Canada).

And last, but not least, we thank our children, Denise, Paul, (Jr.), Marc, Kevin, Sara and Benjamin, who experience that knowledge is not always translated into behaviour.

Even with all this assistance, there still may be errors and omissions. If this is so, then the fault lies solely with us.

P.C.W.
L.G.

The views expressed in this study are ours and do not necessarily reflect those of our employers.[1]

London
August, 1984

Chapter 1

Many of us envy the parents of the past who were able to declare in the most convinced and convincing manner what they knew to be the truth, what they knew was right. We, alas, lack that comforting assurance, and so find it extremely difficult to maintain an authoritative attitude. We may be disconcerted by the appalling consequences of authoritarian practice in our own experience or in the world at large. We may be sincerely puzzled by the fact that there are so many conflicting claims to truth and virtue which cannot all be valid. Even the least skeptical of us feel that many of the authorities whose voices we hear are justly subject to question or even suspicion. We have in the past been frightened by authorities, even deceived and mistreated by them. Like our own rebellious children, we are often tempted, when confronted with an over-confident voice, to ask, "How do you know?"

(Gruenberg, 1939:38).

Introduction to Parent Education

In the field of parent education, "parenting" refers to the child-caring behaviour of parents that extends from before birth, to caring for the neonate, the infant, the toddler through pre-school, middle childhood adolescence, teen years and on to the empty nest. "Parent education" refers to courses, materials and programs for educating and training parents. This review concerns itself mainly with the parenting of school-aged children and the education of their parents through structured courses. Since the concern is with prevention of abuse of alcohol and other drugs by pre-adolescents and adolescents, the focus is principally on children between the ages of approximately 9 to 18-years-old.

Damage associated with the use of alcohol and other drugs among young people has been a concern for two major reasons. The first is that there was a dramatic increase in such damage during the 1960s and 1970s, and the second is that it is largely viewed as unacceptable and preventable. Indeed, the prevention of abuse of alcohol and other drugs has been high on the scale of social priorities for almost two decades. Prevention is frequently suggested, highly advocated and many activities have been pursued under its banner.

Advocated strategies have ranged from the controlling of supply through various enforcement and regulatory measures, to controlling demand by reducing the interest of users in continuing use or by reducing the interest of non-users in becoming users. This latter approach to prevention has been most frequently adopted in the form of activities in the schools to inform students about alcohol and other drugs, in an attempt to alter their attitudes so that they will be less favourable to the use of drugs and to channel their behaviour into other activities. Our purpose is not to review the long history and frequently unsatisfactory experience of school-based programs as this has been done elsewhere (see, for example, Goodstadt, 1974; Blane and Hewitt, 1977; Bruen, 1977), but it does warrant mentioning that when prevention became an objective, this was the favoured strategy.

Out of the perceived need to do something effective in the area of prevention and partly from the growing disenchantment with school-based programs, other avenues of prevention have been sought. The use of the mass media has been one of these, but, here too, the results have been disappointing (Blane, 1974; Gusfield, 1974; Whitehead, 1978; 1983; Wallack, 1980; Domino, 1982).

The search and hope has now been extended to the role of parents in the prevention of abuse of alcohol and other drugs. The emphasis has been on making training available to parents specifically to improve their skills in parenting and/or broaden their knowledge of alcohol or other drugs.

Historical Background

The emphasis on the role of parents in directing and rearing children goes back as early as Cain and Abel, the celebrated sons of Adam and Eve. Advice on how to raise children ranges from criticism freely given, to Biblical injunctions, to thousands (perhaps hundreds of thousands) of columns, books, radio and television programs, films, cassettes and groups that one can join to learn to be a better "more effective" parent.

According to Anglin (personal communication), parenting programs date back to the 1800's. In 1901, Drummond published his volume *The Child: His Nature and Nurture*, with 28 references to works done before then, one of them containing over 700 references (Drummond, 1901:148). The contemporary experience remains filled with books written for the expressed purpose of assisting parents to raise children in what are always called "changing times." Whether it be in the 1920's, 1940's or more recently, the purpose of the task is described as helping "modern" parents to raise their children. Such instruction is needed, it is said, because, unlike the experience of previous generations of parents, times have changed and many of the old rules and techniques are no longer appropriate. Each generation of parents is treated as the first to experience indecision or even crisis in deciding on an appropriate style of parenting.

During the last decade many and varied materials on parenting have been created. Of specific interest to us in this study are those referred to as "parent education programs". These programs have the following components: (1) training takes place during a number of sessions (6-8 is popular); (2) participants meet in small groups (usually about 10 or 15 persons); (3) persons enter these groups voluntarily and for the expressed purpose of improving their skills as parents, that is, to be able to deal with their children in a more effective and satisfying manner; (4) the groups have a leader or facilitator whose role is to stimulate interaction, focus discussion, and in some cases, provide information; (5) one or more pieces of written information are provided: at least a manual for the group leaders, frequently a handbook of some sort for the participants and, at times, other materials such as audio tapes, films and transparencies that illustrate relevant points.

Two types of parent education programs can be distinguished: those that deal with parenting in general and those that are specifically designed to attract parents concerned about specific topic areas, particularly alcohol or other drug-using behaviours. The overall orientations of parent education programs are discussed in the following section. Specific programs are described and assessed in more detail in later chapters.

Theoretical Background

Our review of parenting information currently available whether it be through parent education programs or through self-improvement books or articles to be read in the privacy of one's home, reveals three basic things. First, numerous parenting strategies are advocated and there is a considerable amount of overlap among them. Second, only occasionally are the strategies said to be linked to an explicitly delineated theoretical rationale. Third, the justification for a given strategy is seldom stated in the form of comparisons with competing strategies or with reference to published research.

In the typical case, the justification comes in the form of statements such as the following: "It has been found that ..."; "Years of clinical experience have led me ..."; and "Working with many parents over a long period of time I have found ...." Such findings do not necessarily mean that parenting strategies do not have a theoretical rationale. It may be, for example, that most authors see no need for writing about it in books and pamphlets that are meant for lay audiences. Unfortunately, there is little attempt to communicate such information in professional journals either.

There are however some common threads that run through the strategies advocated. In fact, two broad social psychological frameworks that are relevant to the area of behaviour change can be identified. We will refer to these as the Persuasion Approach and the Social Learning Approach.

Persuasion Approach

The Persuasion Approach is represented by the information processing model of Fishbein and Ajzen (Fishbein, 1967; Fishbein and Ajzen, 1975). This model describes the relationships among factors that influence behaviour. It has stimulated a great deal of research because it claims to incorporate all of the necessary antecedents of behaviour and to predict future behaviour accurately.

The model has undergone some revisions over the years, but its basic formulations have remained intact. It states that the best predictor of behaviour, e.g., the use of drugs, is the intention of the individual to behave in that way. Intention is determined by asking the person what he or she plans to do.

The intention to adopt a certain behaviour is believed to be composed of two factors that combine in an additive manner. These two factors are the individual's attitude toward the act (how he feels about the use of marijuana) and the influence of the social environment on the individual (external pressures generated by people important to the person).

The attitude factor (the person's feelings) is made up of certain beliefs. These deal with the perceptions of outcomes of the behaviour e.g., reactions of friends, trouble with parents or the law. If one were to list all of the salient beliefs, multiply a measure of each belief by a measure of how the person feels about such an outcome, and then add together all these products, one would arrive at a measure of the individual's attitude.

Similarly, the influence of the social environment or subjective norm is based on the individual's belief that those people who are most important to him, be they peers, parents or teachers, want him to adopt or not to adopt the behaviour in question.

Although the model is designed and extensively used for predictive purposes, it also provides a useful tool in the conceptualization of the determinants of behaviour. The model shows that the behaviour of an individual is mediated by environmental factors (the normative components) and by internal factors (such as attitudes, which include beliefs or knowledge). Thus, a change in behaviour, according to this model, must be preceded by a corresponding change in either the internal factor or the environmental factor. It is essential to note that Fishbein and Ajzen stress that all effects not specified by the model can only influence behaviour by first affecting either the attitude or the normative belief.

A large number of parenting strategies are based on the Persuasion Approach, which proposes that behaviour can only be changed by first influencing the factors that mediate behaviour. Thus, the provision of information (to parents and from parents to children) attempts to modify beliefs and consequently attitudes, while the judicious use of normative pressure attempts to modify the self-concept of children. Both are based on the belief that they can modify the normative component. In modifying either the attitude or the normative component, parents influence behaviour. While the specific techniques may vary, they are all based on the assumption that behaviour is mediated by other factors, and can be influenced indirectly by affecting its precursors.

Other theories, such as the well known and often cited one advocated by Hovland et al. (1953), provide additional information about the best way to influence these mediators and ultimately these behaviours. Hovland (and his associates) suggested that four factors are important in the process of persuasion. If a communicator wishes to maximize the chance of success with an audience, then particular attention must be paid to these factors in the following manner:

1. Source effects, such as the credibility of the source of the communication, have been found to be important. A highly credible source is more likely to produce attitude change than is a less credible source.
2. Research concerned with message effects has produced two relevant findings. First, research has indicated that a two-sided message (one in which both sides of the argument are given) produces greater attitude change. It has been suggested that individuals may view a one-sided message as incomplete and this may result in a loss of credibility and trustworthiness in the source. Second, it has been shown that high-fear messages are generally not effective in producing attitude change. Low-fear messages may be more effective because they are viewed to be more honest.
3. Setting effects concern the composition of the audience. It has been found that small groups result in the greatest change.

4. Audience factors, such as the initial position of the audience (specifically, the closer the audience is to the message, the greater the likelihood of any change); the intellectual level of the audience, its self-esteem, also have been found to affect the likelihood and magnitude of attitude change.

According to Hovland's theory, a message delivered by a credible respected source will be positively perceived, especially when the message provides both sides of the argument and is presented in a face-to-face, democratic fashion to a small group. Such a message has the greatest chance of influencing attitudes and subsequently, behaviours.

Parent education programs, specifically intended to help parents shape the behaviour of their children, have often utilized this Persuasion Approach, but have differed with respect to the emphasis placed on the various components and the specific techniques they advocate using.

Social Learning Approach

The Behavioural or Social Learning Approach attempts to modify the behaviour of children directly and involves two major techniques. The first of these is the basic operant conditioning paradigm. It uses reinforcement, both positive and negative, which, when judiciously applied, can be used to shape behaviour. The reinforcement can take the form of praise, attention, or more tangible objects such as food, toys or money. Those in favour of this approach argue that contingencies applied properly constitute the most effective tool in changing behaviour. The second popular technique associated with the Social Learning Approach is the use of modeling, or imitation. In this technique, the behaviour of appropriate and respected models serves as the basis for the behaviour of the observer, particularly when the observer is a child who sees the model reinforced for this behaviour.

Both reinforcement (e.g., Green and Stomer, 1971) and modeling (e.g., Bandura, 1965; Myer, 1973) have been shown to be factors in children becoming aggressive. Most behaviours manifested in childhood or adolescence are considered to have been influenced by reinforcement and imitation.

Parent education programs adopting the Social Learning Approach are based on the belief that the child's behaviour can be shaped by the judicious use of reward and punishment, and by having parents serve as positive role models for their children. Advocates of this approach believe that there is a greater likelihood the child will change or develop a behaviour on the basis of the behaviour of the parent as opposed to listening to parental advice. It is the distinction between "doing as I do" versus "doing as I say and not as I do." The Social Learning Approach has, as one of its strengths; the fact that parenting techniques can be readily taught to parents and applied by them. Numerous examples exist in which parents have taken these techniques (oftentimes unconsciously) and applied them in the home setting with sucessful results. Bandura (1969) in fact, suggests that parents should be taught these techniques and encouraged to use them in the home.

In the following chapter, we will describe the more specific strategies that are based on these two general frameworks, as recommended by writers in the field of parent education.

Chapter 2

Parent Education Strategies

Materials on parenting are abundant. Harman and Brim (1980), in their book *Learning to be Parents: Principles, Programs and Methods* reviewed the research of others and concluded that there are probably 200 books in print on this topic, plus an "indeterminable number" of books that are in circulation, but out of print. Booklets, pamphlets and articles in magazines and newspapers would push the number of titles into the many thousands and this would not take into account the relevant items on radio, television, films, lectures and other modes of communication.[2*] After all, what other topics are written about as often as parenting? Perhaps cooking and dieting. Some of these materials have been written for professionals who counsel individuals or families. Many, however, are aimed at parents who wish to develop those skills that will make them more effective parents. Each has its own emphasis, but, as we will see, there is a considerable amount of convergence in ideas about what makes effective parents and how this can be achieved.[2**]

Among the earliest of the modern approaches to parenting is that of Dorothy Baruch (1949). Baruch believed that successful parents are those who understand the needs, moods, and feelings of their children and are able to use this understanding to shape the behaviour of these children. With increased understanding comes the ability of parents to provide for the emotional needs of their children for feelings such as love, belonging, recognition, acceptance and importance. The cornerstone of Baruch's approach is that of communication. Communication between parent and child is essential for a positive parent-child relationship and for raising a well-adjusted child.

Rudolph Dreikurs (Dreikurs, 1948; Dinkmeyer and Dreikurs, 1963; Dreikurs and Soltz, 1964) has had a major influence in the field of parent education. His recommendations, as well as those of his collaborators and followers, have been strongly influenced by the work of Alfred Adler who emphasized the need for the family to be a democratic milieu (Adler, 1957; 1963). Dreikurs states that the essential elements of good parenting are cooperation, mutual respect and the provision of encouragement. When these are present, children are able to live more comfortably in a democratic society. A democratic environment in the family is essential to the development of a well-rounded child. One important strategy developed by Dreikurs and used in many parent education programs is that of natural and logical consequences. This strategy is meant to encourage responsible decision-making in children.

Dinkmeyer and McKay (1976), in their program Systematic Training for Effective Parenting (STEP), describe a natural consequence as one that permits children to learn from the natural order of events. For example, if children refuse to wear mittens, they will get cold hands — a natural consequence of this behaviour.

A logical consequence permits the child to learn from the reality of the social order. It is logically related to the misbehaviour; it is not arbitrary; it reflects mutual rights and mutual respect. The parent, in a friendly tone of voice, allows the child to make choices and is willing to accept the choices. For example, if mother is trying to read and the children are making a loud noise she can say, "I know you are having fun but I can't read my book with all this noise. You can either play in your own room or read quietly in this room. You decide." This is a logical consequence that is related to a specific behaviour. It permits the child to choose and to be accountable for that decision.

Another important strategy of Dreikurs is that of the democratically organized Family Council in which all members have an equal say. Equality in the democratic system means that each family member is equal in personal worth and in the right to choose. It is based on mutual respect and is the foundation for all Family Council meetings. Dreikurs contends that these strategies will generate feelings of self-worth (esteem) and facilitate the healthy development of the child.

Ginott's (1968; 1969) books are best sellers in the parent education field. His approach is based on the notion that the style and content of communication are essential. Through the use of vignettes, he gives parents practical illustrations on how to communicate positively with their adolescents.

Dr. Ginott states that adolescence is a time of turmoil in which children search for their own identity. In order to assist them in this search, he suggests that parents do the following: (1) accept the child's restlessness and discontent; (2) not try to be too understanding; (3) differentiate between acceptance and approval; (4) not model the child's behaviour; (5) not emphasize the negative; (6) not invite dependence; (7) not hurry to correct facts; (8) not violate the child's privacy; and (9) avoid clichés and preaching. In addition, Ginott believes that the communication itself must also have certain elements if the process is to be successful. Specifically, the messages from the parent must preserve the child's self-respect as well as the parent's. Statements of understanding or empathy must preceed statements of advice or instruction. Other components of Ginott's approach include the establishment of limits of behaviour, enforcement of these limits and care that parents, themselves, behave in an appropriate manner. In many instances, in addition to understanding, Ginott recommends a Social Learning Approach in which both reinforcement and modeling play major roles.

The strategy of persuasion that Briggs (1970) proposes using in rearing children is based on the premise that children must develop self-esteem to enjoy psychological well-being. Briggs believes that parents must communicate their positive feelings about their children to their children. In order to feel positive about their children, parents must learn about the developmental process and the sequence of stages through which children pass, what specific problems children face at each age level, and what tasks they can and cannot achieve. This approach, which is based on the belief that knowledge about child development is necessary, is much like that advocated by Fisher and Sidonie (1932). It reduces the likelihood of parents having unreasonable expectations and enhances the self-esteem of the child.

Accordingly, Briggs points to psychological safety as the atmosphere that parents must create for their children. To create such an atmosphere, parents should let their children own their feelings, be empathetic, and ultimately have faith in the children's capacity for growth. Problems that arise should be discussed, and resolved; this will serve to enhance the child's sense of well-being. This approach incorporates the use of two-sided messages described by Hovland earlier.

Karl Bernhardt's (1970) outlook on child-rearing practices focuses on discipline more than most other approaches.[3] Indeed, an equal emphasis on discipline is not to be found in any other parent education program (except perhaps for Toughlove).[4] According to Bernhardt, the key to the appropriate development of the child is discipline. Berhardt believes, however, that discipline should be positive and helpful. It is intended as a plan for training the child, rather than as a way for dealing with undesirable behaviour. Bernhardt says that discipline has two main goals, immediate and long-range. The immediate goal is to gain control and direct the child so that the environment is positive and satisfying. The long-range goal is to develop the child's personality and character. These two goals are not mutually exclusive and can be pursued in tandem. In fact, appropriate development of the child requires that parents actively strive to achieve these goals. Bernhardt lists eleven basic steps that can be followed to achieve these goals. They are:

1. Study children to learn what you can expect so you can take into account their present ability and stage of development.

2. Treat children with respect and consideration. Try to understand their motives and points of view. Avoid showing off the children, discussing them in their hearing, comparing them with other children, and any form of criticism or belittling.

3. Always have faith in the children; deal with them honestly and truthfully. Keep promises and never use threats.

4. Plan the requirements carefully, keeping them to a minimum and enforcing them consistently.

5. Emphasize positive direction, use redirection rather than inhibition.

6. Stress an accepting, affectionate attitude so that the children feel wanted and loved.

7. Provide plenty of opportunities for real choices and changes for the practice of self-direction.

8. Increase opportunities for the children to feel that they are important members of the family by sharing family work, responsibilities, discussions, and planning.

9. Provide opportunities for interesting wholesome activities — space, time, materials, ideas, and companions for free play.
10. Never lose faith in the children, let them feel your trust and confidence in them no matter how they behave.
11. Strive for a non-punitive approach. Eliminate the blame, recrimination, and emotion of punishment. Think of ways to help the children learn rather than ways to make them suffer.

Bernhardt's approach is one in which the parent builds up trust and provides information to the child about possible modes of action.

This would be an appropriate time to distinguish between discipline and punishment. Although discipline is recommended as an appropriate technique in some instances, physical punishment is not, in almost all materials on parenting. Physical punishment is generally described as ineffective and inappropriate. While it allows parents to vent their anger, it is not likely to help the child. There is, as with most generalizations, at least one exception and the idea of "spare the rod, spoil the child" endures. In his book *What the Bibles Says about . . . Child Training*, Fugate (1980) devotes two chapters to "chastisement" and includes pertinent quotes from the Bible including Proverbs 13:24 "He that spareth his rod hateth his son; but he that loveth him chasteneth him early." According to Fugate, pain must be inflicted with a rod and parents must accept that "stripes" in the form of welts and bruises will occur:

> . . . chastisement . . . means to use a rod to inflict pain sufficient to cause a child to correct his rebellion or to restrain a child from willful disobedience (Fugate, 1980:135)

The approach is premised on tenets from the Old Testament; for example, the first and only reason that (a rod) should be necessary is because God's Word says to use a rod (Fugate, 1980:137).

> Children vary as to the number and intensity of strokes they require before they will submit. Some children are ready to give in when they first see the switch. These are usually the ones who have already come to trust that the parent really means business. A few strokes will suffice to help him remember better next time. However, the child who has not yet learned to trust his parent's commitment to his obedience, or who is exceptionally willful will require more frequent and more intense whippings. Such a child is likely to require enough strokes to receive stripes or even welts.

> Some children have very sensitive skin that will welt or even bruise quite easily. Parents should not be overly concerned if such minor injuries do result from their chastisement as it is perfectly normal (2 SAMUEL 7:14; PSALMS 89:32; PROVERBS 20:30). However, parents should be careful that their use of the rod is not excessive and that the actual size of the rod is reasonable. Making stripes on a child is not the objective of chastisement, but parents must realistically expect them to be a necessary by-product of the child's rebellion on some occasion. (Fugate, 1980:144)

Fugate maintains that chastisement takes place because it is the duty of the parent to break down the will of the child and then to build it up again in a Christian mold. The horrors of a "permissive society" are cited as what the responsible Christian parent must work against.

Baumrind (1971) and later Norton (1977) distinguished three styles of parenting. These three categories describe parents who are authoritarian, authoritative, or permissive. Authoritarian parents are those who attempt to shape and control the behaviour and attitudes of the child according to their preconceived ideas, values, and standards. Permissive parents accept the child's impulses, desires and behaviours without question. Permissive parents expect little cooperation from their children and generally accede to the children's wishes. The child is permitted a free rein with minimum parental control. The authoritative parent is the democratic ideal and is described as follows:

> Authoritative parents attempt to direct the child's activities, but in a rational, issue-oriented manner. She encourages verbal give-and-take, and shares with the child the reason behind her policy. She values both expressive and instumental attributes, both autonomous self-will and disciplined conformity. Therefore, she exerts firm control at points of child-parent divergencies, but does not hem the child in with restrictions. She recognizes her own special rights as an adult, but also the child's individual interest and special ways. The authoritative parent affirms the child's present qualities, but also sets standards for future conduct. She uses reason as well as power to achieve her objectives. She does not base her decisions on group consensus or the individual child's desires, but also does not regard herself as infallible or divinely inspired (Norton, 1977:3).

Thus authoritative parents build trust and use two-sided messages in influencing their children.

Baumrind (1971) has studied children of parents who have used these three parenting styles and has found that children of authoritarian parents were discontented, withdrawn, and distrustful. Children who had permissive parents were the least explorative, the least self-reliant, and possessed the least amount of self-control. Those parents who used authoritative strategies generally had children who were the most self-reliant, the most explorative, the most self-controlled and the most content.

Baumrind (1971) and Norton (1977) suggest that the authoritative style of parenting is most appropriate since it produces a well-adjusted, well-rounded adult. Other research has also indicated that some less desirable behaviour among adolescents is associated with either permissive or authoritarian styles of parenting (Gleuck and Gleuck, 1968; Wright, 1982).

Thomas Gordon in his numerous publications (e.g., Gordon, 1975; Gordon and Sands, 1982) has developed a strategy entitled Parent Effectiveness Training (P.E.T.). It is based, in part, on the principles of Carl Rogers' therapy (Rogers, 1951) and stresses that the communication of feelings between parents and children is vital. Gordon's method is based on two major principles. The first is that parents must actively listen to their children, draw out their feelings, and then acknowledge them. The second, and the corollary of the first, is that the parents themselves must communicate their feelings to their children. Gordon accepts the distinctions made by Baumrind and Norton, and believes that the authoritarian and permissive styles leave some family members dissatisfied. The authoritative philosophy, on the other hand, provides solutions that seem to meet the requirements of most family members.

Gordon's strategy for effective parenting is based on a problem-solving approach in which parents are not supposed to solve the problem for the child. Rather, they are to create an atmosphere that facilitates problem solving by the child.

This is achieved by having the parent become an active listener, that is, listening and paying attention to the child so that the child can express feelings and thoughts. Active Listening, recommended by Gordon, has elsewhere (e.g., Dinkmeyer and McKay, 1976) been called feeding-back to the child or reflective listening. Instead of making a statement of concern or criticism, the parent reflects the child's feelings back to the child. Active Listening is said to have the capacity of drawing out the child's expressions of innermost feelings and concerns.

The second crucial part is the method of communication used by the parent. Gordon has developed the three-part I-message where the parent (1) describes the child's behaviour in simple, non-blameful terms, (2) states the effects or consequences of the behaviour and (3) states the parents' feelings about the effect or consequence; for example, the parent may say to the child, "When you talk during the news (behaviour), I can't hear what the broadcaster is saying (effect) and I get really frustrated" (feelings). I-messages describe a parent's reaction to, without blaming the child for a specific behaviour.

Gordon also recommends using what he has called the No-lose Method of Conflict Resolution. There are six steps in this No-lose Method:

1. defining the problem;
2. generating possible solutions;
3. discussing and evaluating the solutions;
4. arriving at a mutually acceptable solution;
5. implementing the solution;
6. evaluating the appropriateness of this final decision.

The No-lose Method, according to Gordon, has the advantage of using input from everyone concerned and ensures that everyone's needs are met. Any direct influence that parents can or should have on children is achieved through the consulting role that they play in their children's lives and in serving as models for their children's behaviours. Gordon believes that parents cannot dictate a child's behaviour, but must remain calm and persuasive and provide information for children in conflict. Thus, the author incorporates aspects of both the Social Learning Approach (in that parents must serve as models) and of the Persuasion Approach (in that information is elicited, discussed and decisions are made based on these discussions).

Honig (1975) believes that parents must be involved with children at an early age. This involvement will be facilitated if parents have the following skills:

1. knowledge about how children develop;
2. skills in the observation of children;
3. knowledge of alternative methods of discipline;
4. ability to utilize the environment to their advantage; and
5. a feeling of their own importance and self-worth.

Parents can learn these skills or abilities by participating in activities such as:

- home visits
- group meetings
- nutrition, health, social and psychological services
- pre-school, teen and omnibus programs
- parent peer teaching
- educational television
- political activity, supporting child care

Honig states that these techniques have been successfully employed, although no evidence is given. Honig's suggestions about the use of small groups, and the necessity of providing information to parents about techniques of discipline, incorporate several features of the Social Learning Approach.

Sidney Simon advocates an approach that he calls "values clarification". It is intended to assist teachers in helping children deal with problems. Values clarification has been used in school curricula for many years with varying degrees of success (according to subjective reports from teachers). This approach has been adopted by Simon and Olds (1976) in order to teach parents how to help their children learn right from wrong. They suggest that parents can teach children a system that allows them to arrive at their own values. They claim that parents who use the techniques of moralizing, manipulating, and modeling are not effective teachers because these techniques are no longer valid teaching tools of values.

The process that Simon and Olds (1956:23) advocate for helping children arrive at values involves teaching children "... to examine life rationally, to understand that they usually have a range of possible decisions, to consider the consequences of those decisions, and to make their choices based on their awareness of the options and the consequences." Simon and Olds indicate that there are seven steps to values (i.e., steps that parents can use to teach their children), and that these seven steps can be divided into three plateaus.

First plateau: choosing beliefs and behaviours

1. Option exploration: What can I do?

2. Consequences count: What will happen if... ?

3. Free choice: Do I really want it?

Second plateau: cherishing beliefs and behaviours

4. Accent on the positive: Am I happy and proud about it?

5. Rooftop shout: Do I let the world know about it?

Third plateau: acting upon beliefs

6. Values action: What can I do about it?

7. Pattern-building: What can I do — and do — and do?

This approach, in addition to clarifying the values of children and helping them accept responsibility for their values, is believed to result in sharing, through two-way communication, development of respect for the values of others, and participant problem solving. As with most of the approaches involving persuasion, there is the belief that once the values have been ingrained, the children's behaviours will reflect these values.

Dinkmeyer and McKay (1973; 1976) have developed a strategy for training parents that they call Systematic Training for Effective Parenting (STEP). Based on the experiences of the authors, the program defines many of the skills that they consider are necessary for parents to become "effective." Many of the skills that are advocated by the authors have their roots in the work of Dreikurs and can also be found in Gordon's P.E.T. courses (e.g., communication skills, use of natural and logical consequences). The method involves the Persuasion Approach, in that it attempts to modify children's behaviours through affecting mediators such as self-esteem and parental respect. The approach is relatively new and we have found no studies that have looked at the impact of STEP on either parental factors (such as attitudes or behaviour) or on children's behaviours.

The Social Learning Approach described earlier has given rise to numerous programs advocating the use of the Social Learning principles by parents for their children. This approach is illustrated in a book by Becker and Becker (1974) in which they attempt to show parents how to "... use sound learning principles to teach children ... what they need to learn to become effective people" (Becker and Becker, 1974:viii). They advocate utilizing the principles of positive reinforcement with the use of punishment minimized. The approach is almost exclusively based on the principles of operant conditioning. It is designed to show parents how they can use these principles to shape and modify the behaviours of their children. No attempt is made to discuss the effects of these techniques on underlying attitudes, values, or motives.

It should be noted that the various techniques utilized within the Social Learning Approach are highly diverse and limited only by the imagination of those using them. In fact, most parents use some of these strategies intuitively. In using the reward system, one can use tangible rewards; one can use social rewards (as long as there exist back-up reinforcers to these); one can use behaviours that the child enjoys as rewards for behaviours that he does not enjoy (this has been called the Premack Principle); one can use modeling (as was discussed earlier); one can set up a token economy system, etc.

Brooks (1981) describes seven steps that are recommended in the delivery of any and all rewards. She suggests that eye contact, physical closeness, smiling (a form of praise), commenting on positive behaviours (I-messages), focusing on the behaviour only, showing affection, and the immediate dispensation of a reward are all necessary components of all successful behavioural approaches to parenting. Brooks' strategy utilizes the necessary components outlined by the Social Learning Approach.

The strategies advocated by these developers are somewhat varied, but they can be included under the two broad theoretical categories we delineated at the outset. The strategies recommended for successful parenting by the following writers fall into the category of persuasion: Baruch, Dreikurs, Briggs, Baumrind, Gordon, Honig, Simon, Dinkmeyer and McKay. They fit within the Persuasion Approach because each advocates that one can best influence behaviour by working on the behaviour indirectly, that is, by influencing the precursors, or mediators of behaviour, whether these be self-esteem, information, values, attitudes or other intervening factors.

In mild contrast are the social learning strategies that suggest that parents would do best if they were to control children's behaviour directly. The strategies recommended by Bernhardt, Becker and Becker, and Brooks are of this type because they place little or no emphasis on the precursors of behaviour.

When parenting programs are examined, as well as many books on parenting, it is clear that the orientation is seldom founded exclusively on the Persuasion or Social Learning Approaches. Typically, components from both frameworks are involved and our categorization simply depicts the one that is most prominent. There are cases where the blend appears equally weighted such as in Ginott (1968) and, to some extent, Gordon (1975). Both emphasize the role of communication in the enhancement of self-respect (persuasion) as well as the use of reinforcement and modeling (social learning) to ensure compliance with rules.

It must be stressed that while there is a fair amount of research on the Persuasion Approach and on the Social Learning Approach, there is relatively little research on the effectiveness of parenting programs based on either of these.

The preceding chapters have provided a brief overview of some aspects of the field of parent education and training. We have attempted to place the issue of parent education within the framework of social-psychological theory in order to provide the reader with some background to these approaches. Strategies proposed by individuals working in the area of parenting were then discussed within this broad framework.

In the three chapters that follow, parenting programs are described. We have attempted to be thorough, however, we are aware that we may have omitted some programs. Chapter III focuses on twelve parenting programs in general and Chapter IV examines ten others that deal specifically with alcohol and other drugs. Appendix A is an overview summarizing the important elements of those twenty programs. In Chapter V we include ten additional parenting packages that come close to being programs, but do not quite meet all of the criteria and hence are referred to as "near" programs.

Chapter 3

General Parent Education Programs

The aim of general parent education programs is to teach parents how to deal more effectively with their children without focusing on specific problem behaviours.

A "Parent Education Program" as we have defined it in Chapter I has five components:

1. multiple sessions
2. small groups
3. voluntary participation for the expressed purpose of improving skills in dealing with children in an effective and satisfying manner
4. groups have a leader or facilitator
5. written information is provided.

This chapter and Chapter IV contain descriptions of each program including highlights of the unique features and points of emphasis.

Common Elements

Unless otherwise stated the programs have these common elements:

Learning Techniques
Combination of review, mini-lecture, group discussion, role-playing and home work.

Assignments
Recommended that between sessions, parents practise certain skills at home.

Attendance
Recommended that parents attend all sessions.

Learning Objectives
Different objectives specified for each session.

Information Sequencing
Each session builds upon information given in preceding sessions.

Content
Development of parent communication skills (listening and speaking), problem-solving skills and understanding of family behaviours (self and offspring).

Leadership
Requires committed leader/facilitator who is thoroughly familiar with the program goals, learning techniques and session objectives.

Parent Effectiveness Training (P.E.T.)

Thomas Gordon
Effectiveness Training Incorporated
531 Stevens Avenue
Solana Beach, California 92075
1962 (revised 1968, 1973, 1980)

Canadian Office:
5965 Terrebonne Avenue
Montréal, Québec
H4A 1B7

Developer's Motivation

To help parents develop "warm, close, enjoyable relationships with (their) children and a family environment that is supportive of the individual needs and growth of each family member" (WB, ii)

Intended Goals

To teach parents the interpersonal skills required to implement the P.E.T. model of democratic relationships between parent and child:

- through demonstration and modeling by the instructor; and
- by providing the opportunity to practise these skills under controlled conditions (role playing) and with coaching

Materials

- P.E.T. Instructor's Guide (IG)
- P.E.T. Instructor's Cassette
- P.E.T. or P.E.T. in Action Text
- P.E.T Instructor's Authorization Kit which includes:
  1. Canadian P.E.T. Instructor Agreements
  2. Data Processing Sheet
  3. Resume
  4. Workshop Evaluation Form
- P.E.T. Participant Workbook (WB)
- A Credo by Thomas Gordon
- P.E.T. Certificate of Completion signed by Thomas Gordon

Format of Instructor's Guide

- General information for teaching P.E.T.
- Class related administration tasks
- Lesson Plans

Course Duration

8 sessions, each 3 hours long

Participants

All parents

Leader's Qualifications

- Enrollment in a P.E.T. course is strongly recommended
- Completion of week-long Instructor Training Workshop
- Familiarization with content of Instructor Guide
- Familiarization with content of course textbook: P.E.T.: Parent Effectiveness Training
- Co-teaching with an experienced instructor if possible
- Practice teaching is suggested but optional

Learning Techniques

- As well as those listed on page 33, weekly homework reading assignments from the P.E.T. textbook are discussed in class.
- Cassette tape of case studies demonstrates use of key concepts.
- Impromptu role playing (as well as the more structured kind) where the instructor turns the participant's question or problem into an on-the-spot role play.
- Small groups of 2 or 3 persons practise skills in the classroom.
- All sessions include instructor presentations with related classroom and workbook exercises.

Theoretical Approach

- Persuasion Approach
- Social Learning through modeling by parents for children
- Gordon's techniques of I-messages, Active Listening and the No-lose Method of Conflict Resolution.

Session Objectives

Session 1
Introduction; Objectives; The Rectangle; Roadblocks

Introduction: setting learning objectives; understanding and using the Behaviour Rectangle, a method whereby the parent identifies specific behaviour of the child as acceptable or unacceptable and deals with it in terms of problem ownership; identifying roadblocks to communication.

Session 2
Helping Skills

Review of Rectangle; Active Listening and other effective responses; explanation of the basic communication process.

Session 3
Active Listening Skills

Practising Active Listening; using non-verbal messages.

Session 4
I-messages

Relating Active Listening to the Rectangle; recognizing, using, refining and building complete 3 part I-messages.

Session 5
Modifying Unacceptable Behaviour

Practising using I-messages; modifying the environment to deal with children's unacceptable behaviours.

Session 6
Resolving Conflicts

Updating the Rectangle; identifying conflicts; 3 methods of problem solving; the pitfalls of using Methods I and II; using Method III, the 6-step, No-lose method.

Session 7
Problem-Solving Practice

Practising Method III; common misunderstanding about Method I; effects and benefits of Method III.

Session 8
Values Collisions

Relating values collisions to the Rectangle; techniques to reduce values collisions; checking objectives set during Session 1; closing activities.

Evaluation

- Informal evaluation by participant questionnaire
- P.E.T., the basis of master's theses, doctoral dissertations and literature reviews, is the most widely used and researched parent education program
- Literature reviews generally have concluded that: current findings are equivocal; most studies lack scientific rigour; parents enjoy P.E.T. course participation; behavioural changes at home by parents and/or offspring are not known (Rinn and Markle, 1977; Shain et al., 1980; Zener, 1981; Cromwell, 1981)
- A more recent review by Levant (1984) reports the following positive findings: P.E.T. appears to result in positive changes in parent attitudes (self-report) and behaviour (child-rated) and in children's self-concept (self-report) and behaviour (teacher-rated).
- For further research references, see footnote 7.

Comments

- Role of the instructor is well defined: "instructor models the skills, coaches the trainees and handles their resistance to change." (Gordon in Fine, 1980: 103)
- Instructor's Guide is comprehensive and well laid out.
- Enrollment in Instructor's Training Course is a prerequisite for obtaining materials.
- Program is highly structured.
- Next to the judicious use of Active Listening, getting participants to think in terms of where specific behaviours fit in the Behaviour Triangle is the most important sign of a successful instructor (IG, 4).
- Training of parents must deal directly with the critical issue of power and authority in human relationships. (Gordon in Fine, 1980: 103).
- Participants pay a fee to take the course from which instructors derive their instructional fee and pay Effectiveness Training Inc. for course materials.
- Program is the cornerstone for a number of other programs.
- Program has been translated into 14 languages and is offered in 20 foreign countries.
- Over 800,000 people have participated in the program.

Children: The Challenge

Rudolf Dreikurs with Vicki Soltz
Prentice Hall of Canada, Ltd.
1870 Birchmount Road
Scarborough, Ontario M1P 2J7
1964

Study Group Leader's Manual
Vicki Soltz
Alfred Adler Institute
159 North Dearborn Street
Chicago, Illinois 60601
1967

Developer's Motivation

- To encourage novice lay persons to lead study groups and to "broaden the horizon of the experienced one". (LM, 4).
- Dreikurs' Children: The Challenge was used by individuals and by parent study groups before the leader's manual existed. Because of an expressed need, the leader's manual was developed through the Adlerian Institute.

Intended Goals

To help parents learn:

- to understand the purpose of children's misbehaviour
- to become aware of the actual meaning of "mutual respect"
- to gain skill in democratic family approaches for coping with the daily problems of living together as equals

Materials

- Leader's Manual (LM) 141 pages
- Children: The Challenge 335 pages
- Supplementary Readings for Parents (in LM)

Format of Leader's Manual

- Introduction
- Rationale behind study groups
- Techniques of leadership
- Preparation and procedures for first meeting
- Study outlines
- Discussion questions on each chapter of Children: The Challenge
- Supplementary readings for parents
- Appendices

Course Duration

- 10 sessions, each 2 hours long

Participants

- Parents of children under 11 years old primarily, however, "the principles apply to everyone" (LM, 4)

Leader's Qualifications

- No special training. A lay person (who may or may not have previous acquaintance with the materials)
- Developer states that this is not to exclude those trained professionally, but to emphasize that those without training can, and do, help themselves.

Learning Techniques

- As listed on page 33

Theoretical Approach

- Persuasion Approach
- Some Social Learning, with the leader modeling for the parents, who, in turn, are encouraged to model for their children
- The Adlerian democratic family model, with the addition of Dreikurs' own principles such as:
  1. Goals of Misbehaviour
  2. Natural and logical consequences
  3. Family Councils
  4. Encouragement vs. Praise

PROGRAM 2

Session Objectives

Each group studies all 39 chapters of Children: The Challenge. The leader decides which chapters are to be studied, when and whether or not to use supplementary materials. Therefore, instead of session lesson plans, the leader's manual details:

- ■ Lay leader roles, responsibilities and skills development (e.g. how to's)
- ■ Study group member responsibilities
- ■ Study questions for each chapter
- ■ Three course outline suggestions (one with consecutive and two with non-consecutive chapter groupings), along with textbook readings and homework assignments. One suggested course outline follows:

Session 1
Family atmosphere and interaction patterns. (Chapters 1, 2, 26).

Session 2
Encouragement (not praise). (Chapter 3).

Session 3
Goals of Children's Misbehaviour. (Chapters 4, 15, 17, 21).

Session 4
Resolving conflict using logical consequences (Chapters 5, 7, 18, 27, 28, 37).

Session 5
A Dreikurs' family counselling session. (Audio tape)

Session 6
A Dreikurs' family counselling session. (Audio tape)

Session 7
Cooperation, respect and order in the home. (Chapters 10, 14, 20, 29, 34).

Session 8
Stimulating children's independence, responsible action and courage. (Chapters 22, 23, 25, 19, 24, 30, 33, 36, 35).

Session 9
Setting up a family council to talk with children. (Chapters 38, 39).

Session 10
Reviewing Dreikurs' Child Training principles. (Principles, Appendix, Supplementary Readings).

Evaluation

- ■ No formal evaluation indicated
- ■ Informal evaluation questionnaires to be completed by parents at:
  1. Mid-session
  2. Final session

Comments

- ■ Children: The Challenge is written in simple, easy-to-read, non-academic terms.
- ■ Leader's guide includes "How-to" cope with problem group members such as the Challenger, the Chatterbox and the Bored One.
- ■ Focus is on studying and applying specific child-rearing principles which are stated and illustrated by case studies in Children: The Challenge.
- ■ Group discussion is emphasized with the idea that "ordinary people can learn something by reading and then getting together to discuss in their own non-expert terms" (LM, 42).
- ■ Parent Study Groups have been using Children. The Challenge since the mid '60's.
- ■ Many of the more recently developed programs are based on Dreikurs' principles.

Becoming a Better Parent

Latter-day Saints (LDS) Social Services
Salt Lake City, Utah
1974 (revised 1976)

Canadian Office:
1235 Bay Street
Toronto, Ontario
M5R 1A5

Developer's Motivation

To assist "those who are seeking help with their stewardship as parents" (IM, IV)

Intended Goals

- To restore confidence in parents
- To renew their hope
- To give parents basic information in principles that they can use in raising their children (IM, V)

Materials

- Instructor's Manual (IM)
- Parent's Manual (PM)

Format of Instructor's Manual

- Instructions on how to organize the course
- Detailed, clearly laid out, 3-part lesson plans

Course Duration

- 10 weekly sessions, each 2-2¾ hours long

Participants

- All parents

Leader's Qualifications

- Instructors must be certified by LDS Social Services
- Recommended that leader take the course as a student before teaching it

Learning Techniques

- As listed on page 33

Theoretical Approach

- Persuasion Approach
- Some Social Learning through modeling by the instructor for the parents
- Many principles of Dreikurs, Ginott and Briggs
- References to the Bible and the Book of Mormon

Session Objectives	Evaluation	Comments
Session 1 Introduction; general overview of the program; developing good listening skills. **Session 2** Practicing good listening skills with the emphasis on reflective listening. **Session 3** Learning and practising the skills that will help the child grow in self-esteem. **Session 4** Developing skills for disciplining with an emphasis on logical and natural consequences. **Session 5** Implementing the skills of discipline using natural and logical consequences; identifying the goals of misbehaviour. **Session 6** Developing skills to modify behaviour and encourage success. **Session 7** Using previously learned skills to resolve differences within the family. **Session 8** Continued practice of skills for resolving differences. **Session 9** Identifying and attempting to meet basic human needs in themselves and their children. **Session 10** Learning to be supportive, helpful and loving when children err; utilizing church resources in child rearing.	■ No formal evaluation indicated ■ Informal evaluation form for course participants	■ Both Instructor's and Parents' Manuals are very well organized and are set out in a very easy-to-follow format. ■ Emphasis is on practising parenting skills during the sessions. Developers state that parents can read the manual at any time but that there is no other place they can be coached in practising the skills. ■ Strong religious overtones are based on the teaching of The Church of Jesus Christ of Latter-day Saints.

Relation Parent-Enfant

Gaston Gauthier and Sylvianne Michaud
Department of Adult Education
Montreal Catholic School Commission
3737 Sherbrooke Street East
Montréal, Québec
H1X 3B3
1974

Developer's Motivation

- To help parents develop closer relationships with their children, to foster mutual help among parents and to strengthen the parents' place in the community and in society as a whole.
- As part of its mandate for providing continuing education, the Department of Adult Education of the Montreal Catholic School Commission developed this and other training activities for French-speaking parents by involving parents themselves in needs assessment, planning, development and implementation activities.

Intended Goals

To help parents:
- learn the skills of communication and problem solving
- learn the techniques of peer learning and networking
- become aware of and develop their own inner resources

Materials

- Parents' Handbook, Mon métier de parent, 74 pages
- 12 parents' pamphlets on peer-learning
- Leader's Manual, La relation parent-enfant, 236 pages
- 2 films: Une job à plein temps (20 min.)
Une cuisine, un soir (18 min.)
- 2 cassettes
- Transparencies
- Techniques of adult education (role playing, group discussion, problem solving, etc.), 28 pages

Format of Leader's Manual

- Introduction
- Session contents, 64 pages
- Reference materials for the leader, 172 pages
- Evaluation and follow-up
- Bibliography

Course Duration

10 weekly sessions, each 3 hours long

Participants

All parents of children 4 to 13-years-old especially those of "blue collar" neighbourhoods

Leader's Qualification

Leader must:
- be a parent
- believe in parents' ability to cope
- be a team worker
- have demonstrated leadership qualities
- be responsible for and continue to develop leadership skills
- be willing to be involved with parents in a global relationship
- receive community leadership training (up to 120 hours) through courses, by pairing with experienced leaders and by small group training
- assemble a personal portfolio of teaching and reference materials

Learning Techniques

- As listed on page 33
- Program is parent-centered; that is, it focuses on the real life situations of group members, which parents try to analyze and resolve
- Parents are encouraged to become involved in self-education

Theoretical Approach

- Persuasion Approach
- Social Networks/Social Support Theory is applied through parents sharing training and establishing mutual help links with other parents (Gottlieb, 1981; Chapter 8).

Session Objectives	**Evaluation**	**Comments**
■ Because program is parent-centered, sessions are not pre-structured and may vary from one meeting to the next, depending on the needs of the participants. ■ Priority is given to real life situations of the parents. ■ Overall objectives include: **1.** Developing parents' inner resources in order to become aware of and identify their own needs and feelings and those of their children **2.** Developing listening skills so that parents help their children to recognize and to express their inner feelings **3.** Promoting positive relationships between parents and their children by teaching positive communication skills **4.** Developing parents' skills in problem solving **5.** Helping parents recognize their influence on the social attitudes of their children; parents learn to become mediators between children and their environment	■ Oral and written informal evaluation by participants. ■ Longitudinal research shows that the confidence and self-esteem parents developed while taking this course still existed after 5 years and was reflected in parents' relationships with their children (Bodnar, Legault, Lapointe and Dupré, 1980). ■ Evaluation by various ministries and public/private organizations has indicated that the program contributes positively to community life.	■ Program is based on the belief that parents have the inner strength, knowledge and ability to cope but may require confirmation and support in this. ■ The development of mutual support among participants is an important part of the program. ■ Program is tailored to meet the needs of each group of parents. ■ Program is "open" rather than directed. ■ Materials are available in French only. ■ Program is part of a larger set of programs which has been in existence since 1974, involving 2000 adult study groups and reaching about 40 000 people. ■ After completing this program, parents may wish to add: **1.** Se Re-Connaître comme Femme (for women), 60 hours **2.** Mon métier de père (for men), 30 hours

Relation Parent-Adolescent

Gaston Gauthier and Sylvianne Michaud
Department of Adult Education
Montreal Catholic School Commission
3737 Sherbrooke Street East
Montréal, Québec
H1X 3B3
1976

Developer's Motivation

- To help parents develop a closer relationship with their teenagers, to foster mutual help among parents of teenagers and to support social integration of teenagers.
- Program grew out of requests from parents who attended the program, Relation Parent-Enfant.

Intended Goals

To help parents:
- learn the skills of communication and problem-solving
- learn the techniques of peer learning and networking
- become aware of and develop their own inner resources

Materials

- Parents' Handbook, Parent d'adolescent, 101 pages
- Leaders' Manual, Relation parent d'adolescent, 76 pages

Format of Leaders' Manual

- Introduction
- Session contents
- Reference materials
- Evaluation and follow-up
- Bibliography.

Course Duration

10 weekly sessions, each 3 hours long

Participants

All parents of children 13 to 18-years-old especially those of "blue collar" neighbourhoods.

Leader's Qualification

Leader must:
- be a parent of a teenager
- believe in parents' ability to cope
- be a team worker
- have demonstrated leadership qualities
- be responsible for and continue to develop leadership skills
- be willing to be involved with parent, in a global relationship
- receive community leadership training (up to 120 hours) through courses, by pairing with experienced leaders and by small group training
- assemble a personal portfolio of teaching and reference materials.

Learning Techniques

- Program is parent-centered; that is, it focuses on real life situations of group members, which parents try to analyse and resolve
- Parents are encouraged to be involved in self-education.

Theoretical Approach

- Persuation approach
- Social Networks/Social Support Theory is applied through parents sharing training and establishing mutual help links with other parents of teenagers. (Gottlieb, 1981: Chapter8)

Session Objectives	**Evaluation**	**Comments**
■ Because program is parent-centered, sessions are not prestructured and may vary from one meeting to the next, depending on the needs of the participants ■ Priority is given to real life situations of parents ■ Overall objectives include: **1.** informing parents of the psychological developmental stages of adolescents **2.** developing parents' inner resources in order to become aware of and identify their own needs and feelings and those of their adolescent **3.** developing parents' skills and attitudes in listening, problem solving and communicating **4.** fostering better social relationships between adults and adolescents	■ Oral and written informal evaluation by participants ■ Longitudinal research shows that the confidence and self-esteem parents developed while taking this course still existed after 5 years and was reflected in parents' relationships with their teen-agers (Bodnar, Legault, Lapointe and Dupré, 1980) ■ Evaluation by various ministries and public/private organizations has indicated that program contributes positively to community life.	■ Program is based on the belief that parents have the inner strength, knowledge and ability to cope but may require confirmation and support in this. ■ The development of mutual support among parents is an important part of the program. ■ Program is tailored to meet the needs of each group of parents. ■ Program is "open" rather than directed. ■ Program content is directly influenced by the social changes that affect youth, e.g., rise in youth unemployment. ■ Materials are in French only. ■ After completing this program, parents may wish to add: **1.** Se Re-Connaître comme Femme (for women), 60 hours **2.** Mon métier de père (for men), 30 hours. ■ Program is part of a larger set of programs which has been in existence since 1974, involving 2000 adult study groups and reaching about 40 000 adults.

STEP: Systematic Training for Effective Parenting

Don Dinkmeyer and Gary D. McKay
Psycan Limited
101 Ambert Street
Markham, Ontario L3R 3B2
1976

Developer's Motivation

- To help parents discard outmoded methods of raising children and become able to meet the challenges of raising children in a democratic society (LM, 7).
- "To replace (a) barrage of often conflicting information (on child raising), STEP offers parents a practical alternative ... intended for study group use ... because ... people need training to become effective parents" (LM, 7).

Intended Goals

- To help parents learn effective ways to relate to their children
- To help parents learn:
  1. to understand the purposes of children's behaviour
  2. how not to reinforce unacceptable behaviour
  3. how to encourage cooperative behaviour
  4. that they are not necessarily the cause of difficulties with their children (LM, 7-8)

Materials

- Leader's Manual (LM), 139 pages
- Parents' Handbook (PH), 115 pages
- 5 cassettes
- Discussion Guide Cards
- 9 posters
- 10 charts
- Carrying case

Format of Leader's Manual

- Introduction and Overview
- Part One — Group Leader's Guidelines
- Part Two — Lesson guides
- Appendices

Format of Parents' Handbook

- Introduction
- Lesson Plans
- One-page assessment after each session: "My Plan for Improving Relationships"

Course Duration

9 sessions, each 2 hours long

Participants

All parents

Leader's Qualifications

- Any person trained in the helping professions — psychology, social work, education, etc.
- Any lay person "willing to study the manual intensively (with) the ability to lead discussion groups" (LM, 8)

Learning Techniques

As listed on page 33

Information Sequencing

Can be varied to suit situation (LM, 6)

Theoretical Approach

- Persuasion Approach, some Social Learning
- Dreikurs' principles
- Gordon's I-messages, Active Listening

Session Objectives	Evaluation	Comments
Session 1 Understanding children's behaviour and misbehaviour. **Session 2** Understanding more about your child and about yourself as a parent. **Session 3** Encouragement: building your child's confidence and feeling of worth. **Session 4** Communication: how to listen to your child. **Session 5** Communication: exploring alternatives and expressing your ideas and feelings to children through the use of I-messages. **Session 6** Natural and logical consequences. A method of discipline that develops responsibility. **Session 7** Applying natural and logical consequences to other concerns. **Session 8** The family meeting — the importance of a democratic setting. **Session 9** Developing confidence and using your potential.	■ Authors state that the program was developed on the basis of knowledge acquired in working with thousands of parents, thus allowing them to modify, restructure and incorporate as needed. ■ Program was developed and revised over a period of two years and underwent a "full scale field test" on 14 groups of parents before it was published. Unfortunately, there is no formal evaluation research on this program and no systematic feedback from participants is collected. Therefore, statements as to its effectiveness are based on personal testimonies, speculation and impressions of group leaders.	■ Material is attractively packaged. ■ STEP program is highly structured, allowing little deviation on the part of participants. ■ Not necessary for leader to be an authority on child training; program itself serves as the authority (LM, 8). ■ All materials are clearly and systematically organized. ■ There are step-by-step instructions for the leader. Leader's role is limited to facilitating discussion of materials, leading the exercises, keeping the group on task and making assignments (PH, 4). ■ Program states that leader should understand reasons for and how to organize and conduct parent study groups as well as have some knowledge of the theory of understanding the child (LM, 16). ■ Program acknowledges in the Leader's Guide the importance of the leader's role as a model, but does not attempt to describe modeling principles to parents or to help parents become positive role models for their children. ■ Developers stress that in order for the program to be effective, it must be followed explicitly by committed parents.

Parent-Child Communication: Workshop Models for Family Education

Donald P. Riley, Kathryn Apgar and John Eaton
Family Services Association of America (FSAA)
44 East 23rd Street
New York, New York 10010
1977

Developer's Motivation

To implement the FSAA Task Force recommendation that family life education, development and enrichment be recognized as a vital service of the family service agency

Intended Goals

To enable parents to develop effective parent-child communication and problem-solving skills and to transfer this knowledge to home situations

Materials

Leader's Manual (LM), 154 pages

Format of Leader's Manual

- Background information
- Session outlines with supporting teaching materials
- Bibliography

Course Duration

- 6 weekly sessions, each 1¾ — 2 hours long

Participants

- Parents of adolescents
- Parents of pre-schoolers and pre-adolescents (if adapted)

Leader's Qualifications

- Family Life Education Practitioner
- No special training indicated

Learning Techniques

As listed on page 33

Theoretical Approach

- Persuasion Approach
- Gordon's P.E.T. concepts
- Simon's Values Clarification

PROGRAM 7

Session Objectives	Evaluation	Comments
Session 1 Developing an appreciation of the role of effective communication with particular emphasis on the statement that "Behaviour is a Statement of Feeling." **Session 2** Developing listening and discussion skills. **Session 3** Developing expression skills. **Session 4** Developing problem-solving skills. **Session 5** Refining problem-solving skills. **Session 6** Reviewing and refining communication and problem-solving skills.	■ No formal evaluation indicated ■ Informal evaluation by participant questionnaire	■ Program advocates communication of feelings and a strategy for problem-solving. ■ Leaders are instructed to stress positively what participants will get from sessions. ■ Experience and knowledge of participants should be used in adapting program to group needs. ■ Authors report that participant evaluations of program have been favourable.

Project FIT (Families Interacting Together)

John Seddon
Wichita Falls I.S.D.
P.O. Box 2570
Wichita Falls, Texas 76307
(no date)

Developer's Motivation

To address specific problems that are confronted by families

Intended Goals

To teach strategies that are intended to remedy or prevent the onset of family difficulties

Materials

Only material available to reviewers was brochure - type of program outline

Format

- Description of FIT
- Logistics of running the course
- Lesson plan outlines
- List of resources

Course Duration

7 weekly sessions, 2¾ hours long, each divided into 3 parts

Participants

Families

Leader's Qualifications

No special training indicated

Learning Techniques

As listed on page 33

Theoretical Approach

- Persuasion Approach
- Simon's Values Clarification
- Gordon's Active Listening
- Many of Dreikurs' principles

PROGRAM 8

Session Objectives	Evaluation	Comments
Session 1 Introduction and overview; identifying Communication Roadblocks. **Session 2** Learning new ways to communicate; Responsive Listening. **Session 3** Recognizing and using behaviour messages; explaining "warm fuzzies" (i.e., positive interactions). **Session 4** Re-experiencing a warm, loving time and hopefully recreating these times in the home; individuality and building trust. **Session 5** Introduction to problem-solving; learning the process of problem-solving. **Session 6** Discussion of values and priorities; strengthening the family by using FIT skills. **Session 7** Learning how to set goals, to priorize and to make decisions; recognizing and building on family strengths.	No formal or informal evaluation indicated	■ Program can accommodate up to 70 participants. ■ Concepts can be taught to small groups or large numbers broken into smaller groups through a unique system of colour and number coding of family members. This allows for small groups to meet for the first period of instruction (colour coded) and for family groups to meet for the second period (letter coded). ■ Review was done on basis of program outline rather than program itself.

Creating Supportive Systems

Karen Stolberg (principal author)
for
Metro Drug Awareness
Minneapolis Health Department
250 South Fourth Street
Minneapolis, Minnesota 55415
1979

Developer's Motivation

- To offer a non-drug approach to drug abuse education and problem-solving (LM, ii)
- This family-based program was developed with the view that "the family (is) of prime importance in helping individuals cope with questions and concerns related to daily living" (LM, 11).

Intended Goals

To provide participants with knowledge, skills and experiences which, when applied to personal relationships, will:

- deter problem behaviours
- promote the creation of caring, supportive families
- stimulate the development of healthy lifestyles (LM, 11)

Materials

- Leader's Manual (LM), 92 pages
- 6 Films (available from various producers/distributors and not produced specifically for this program)

Format of Leader's Manual

- Program goals
- Suggestions for planning a seminar
- Group facilitating guidelines
- Lesson plans
- Appendix (includes additional strategies, reading and resources)

Course Duration

6 sessions, each 2 hours long

Participants

Parents and teenagers

Leader's Qualifications

Metro Drug Awareness conducts a 12-hour training module for the course facilitators (leaders).

Learning Techniques

- Two to eight facilitators recommended, depending upon group size
- As listed on page 33 however, group discussions are carried out in:

1. Total Group: All persons attending the meeting
2. Small, Non-Family Group: Small groups made up of parents and teenagers, but not from the same family.
3. Family Clusters: Persons from same family, meeting in clusters as family units.

- Films are an integral part of this program. Each session presents a film around which discussion centers.

Theoretical Approach

- Persuasion Approach
- Some Social Learning in that the developer explains how the facilitator acts as a model for parents (LM, 9, 20)
- Many of Gordon's P.E.T. concepts

Session Objectives	Evaluation	Comments
Session 1 Explanation of program goals/format; sharing of personal expectations; expression of value systems by participants. Film: The Giving Tree **Session 2** Identification of barriers to communication and their impact on personal relationships. Film: Walls is Walls **Session 3** Practising and applying listening guidelines. Film: You're Not Listening **Session 4** Using goal-setting techniques in a conflict situation. Film: Kids, Parents and Pressures. **Session 5** Identifying personal uniqueness and the acceptance of individuality in others. Film: Get High on Life **Session 6** Drawing up a contract for solving interpersonal problems; evaluation of impact/value of program. Film: Coping with Parents	■ Suggests informal evaluation in that an earlier program, developed in 1970 by Metro Drug Awareness and the University of Minnesota, was revised as a result of "suggestions and ideas … from many thousands of participants and facilitators" resulting in the current program, Creating Supportive Systems (LM, i) ■ No formal research evidence to suggest that the program is effective in producing good family relationships or in reducing problem behaviours such as alcohol and drug abuse among adolescents ■ Compulsory informal written evaluation by participants and facilitator(s) after last session.	■ Sessions are very structured with regards to content and scheduling. Developers suggest that facilitators may use their own style in presenting material (LM, 20). ■ Because of emotional nature of material and number of participants in each group (minimum size for small group is 10 with 2 facilitators), there may not be enough time allotted for discussions. ■ Program places a very large responsibility on the facilitators in that they must: **1.** conduct and control each session (LM, 18) **2.** spend a minimum of 2 hours planning each session (LM, ii) **3.** meet with the other facilitators after each session to "process" what took place. (LM, 25) ■ Program is no longer in use. ■ Minnesota Prevention Resource Centre is the state clearing house for alcohol and drug abuse prevention information. ■ 2 parent education programs most commonly used within Minnesota are: **1.** PAR: A Program About Parents, their Children and Drugs (Minnesota Prevention Resource Center, 1983) **2.** Developing Capable Young People (H. Stephen Glenn and Joel Warner, 1982); see page 94 for review.

Adult Workshops on Adolescence

Fred Streit
PEOPLESCIENCE
168 Woodbridge Avenue
Highland Park, N.J. 08904
1980

Developer's Motivation

- To provide insight and options for parents' behaviour with children rather than setting out specific techniques for problem-solving because "no one can tell anyone else how to behave toward another person." (LM, 2)
- This program takes as its premise the apparent inability of other programs, which teach communication and problem-solving techniques, to demonstrate any long-term behaviour-changes in parents.

Intended Goals

"To provide in-service education based on behavioural research for those involved with adolescents" by helping adults to:

- … "understand the behaviour of adolescents"
- … "understand their children's perceptions" (of adult behaviour)
- … "change their behaviour when dealing with children." (LM, 2)

Materials

- Leader's Manual (LM), 100 pages:

1. Pages in italics are for the trainer (leader)
2. Non-italicized pages are to be reproduced for participants

- 7 Parent's Pamphlets

Format of Leader's Manual

- Background information
- Logistics involved in setting up program
- Overview
- Session Outlines
- Completion Certificate and Evaluation Forms

Course Duration

7 sessions, each 2¾ to 3 hours long, to be conducted in any combination as is deemed feasible; however, they must be completed:

- in their entirety and
- in sequence

Participants

Parents of adolescents and "those involved with adolescents" (LM, 1)

Leader's Qualifications

(Leader) "has received special training and has been certified to conduct these sessions" (LM, 11).

Learning Techniques

- As stated on page 33, except no role playing
- Clear structure to the activities used; i.e., "a central task (questionnaires, case studies, etc.) upon which participants can focus, removing the possibility of focusing directly on the participants" (LM,1)
- Parents receive seven pamphlets, one per session, which provide additional information and reinforce session content

Theoretical Approach

- Several techniques from Social Learning Approach
- Main focus is on helping parents recognize that their children's behaviour is determined by their children's perception of the parents' behaviour toward them

Session Objectives	Evaluation	Comments
Session 1 To provide insight into perceptions of behaviour and a basis for understanding the differences between perceptions and reality. **Session 2** To provide insight into the single-parent family. **Session 3** To provide basic knowledge of the psychological and physical development of adolescents. **Session 4** To provide insight into peer group influence on the adolescent. **Session 5** To provide insight and experience in giving and receiving care and affection. **Session 6** To provide insight into adolescent sexuality, parental concerns and adult roles. **Session 7** To provide information related to alternative ways of using discipline as well as sources of discipline problems.	■ Participants are asked to evaluate the program at the end of the last session ■ Full research evaluation design is available on request to program users	■ There are clear guidelines for leader's role. ■ Sessions are "carefully designed to provide information and to foster discussion and interaction among participants" (LM, 1). ■ Approach may be non-threatening in that participants focus on a "central task" rather than on themselves and each other. ■ Some of the information is specific to the United States and may have to be adapted for Canadian use. ■ Some descriptions of children's interests at various ages may not be accurate for all populations. ■ Program, including 7 Parent's Pamphlets, has been translated into French by the Alcoholism and Drug Dependency Commission of New Brunswick.

Parenting Skills

Richard R. Abidin
Human Sciences Press, Inc.
72 Fifth Avenue
New York, N.Y. 10011
1982 (second edition)

Developer's Motivation

- To present parents with some of the basic skills and knowledge on the subject of child-rearing, drawn from a wide variety of schools of psychology
- Developer states that parents should feel free to accept, reject or use selectively any of the skills presented

Intended Goals

- To teach parents basic skills and knowledge of child rearing
- To give them practice in using these skills

Materials

- Trainer's Manual (TM), 155 pages
- Workbook to complement Trainer's Manual

Format of Trainer's Manual

- Preface
- How to run workshops and how to use the program materials to create a variety of course options
- Detailed session materials

Course Duration

- 1 to 19 sessions, each 1¾ to 2 hours long
- Number of sessions varies with course options

Participants

All parents

Leader's Qualifications

Any professional (teacher, psychologist, clergyman, etc), working with parents and children who has a democratic leadership style and a genuine empathy with parents

Learning Techniques

Each session consists of 3 major parts:

1. review and sharing of previous week's home practice
2. presentation of new lesson
3. discussion of new ideas by parents

Theoretical Approach

- Persuasion and Social Learning
- Multi-disciplinary approach using principles of Rogers, Ginott, Gordon, etc.
- Behaviour Modification
- Rationale — Emotive

Session Objectives	Evaluation	Comments
Leader can choose from the following course options: ■ One-session Workshops ■ Basic Course — 19 sessions (units 1-19) ■ Short Course — (no. 1) — 7 sessions (units, 1,2,3,16,17,18,19) ■ Short Course — (no. 2) — 10 sessions (units 1,2,3,4,5,6,7,8,9,10) ■ Short Course — (no. 3) — 10 sessions (units 1,2,3,9,10,11,12,13,14,15) The basic 19-session course is as follows: **Session 1** Building a group identity and climate of trust. **Session 2-3** Building a positive self-concept in the child. **Session 4-8** Evaluating and building positive parent-child relationships. **Session 9** Disciplining. **Sessions 10-15** Managing children's behaviour through behaviour modification techniques. **Sessions 16-19** Managing parents' feelings when interacting with children and spouses by using Rational Emotive Therapy techniques.	No formal or informal evaluation indicated	■ Lessons are well written, well organized and very explicit. ■ Material is well referenced. ■ Program requires a strong commitment by parents. ■ Large responsibility is placed on trainer to become familiar with wide variety of psychological approaches. ■ Most essential ingredient in conducting parent workshop is a genuine respect for parents by trainer reflected in a nondefensive reaction toward parents who challenge the program (TM, 5). ■ Most important attitude which trainer must hold is the belief that regardless of what parents currently are doing with their children, they are putting forth their current best effort (TM, 5). ■ Demands on the trainer suggest that she/he should have experience in leading similar groups. ■ Program does not attempt to present a new method of child-raising but to present a variety of psychological concepts related to child-rearing (TM, 5). ■ Special Education material in Chapter 23 is related to the State of Virginia.

The Primary Prevention Project

John Ireland
for
Canadian Mental Health Association
(Ontario Division)
8 Pailton Crescent
Toronto, Ontario
M4S 2H5
1982

Developer's Motivation

- To prevent emotional ill-health in children by enabling their parents to acquire support in their parenting role and knowledge of good parenting skills (IM, 4)
- To respond to "the perceived needs of parents" (i.e., a lack of knowledge, skill, self-confidence and objectivity on the part of parents) and to encourage parents to develop their own strengths (Prog, 23)

Intended Goals

- To provide parents with the knowledge, skills, opportunities to practise the skills and ways to improve their confidence in parenting … (and to teach) parents how to build upon their own strengths (Prog, 23)
- To develop "understanding and … insight into (their) children and (themselves)" (IM, 5)

Materials

- The Primary Prevention Project: Manual for Instructors (IM)
- Primary Prevention Programme (Prog)
- Prevention Source Book (SB)

Format of Manual for Instructors

- Background information and information with regards to the role of the Instructor
- Methods of facilitating the sessions
- Lesson plans (followed by form for Instructor's Comments, Observations and Follow-Up Notes for each lesson)
- Summary
- Appendices

Course Duration

10 weekly sessions, each 2 hours long

Participants

All parents, but especially those in the lower socioeconomic group who are termed "at risk"

Leader's Qualifications

- Child Care Worker Level III minimum or equivalency and demonstrated teaching ability with parents

or

- Three years of "direct work" experience with children and ability to emphasize and communicate with parents (IM, 6)
- Two-day workshop for leader certification

Learning Techniques

- As listed on page 33
- Uses various techniques to sensitize adults to children's feelings and needs; such as, exposing adults to experiences similar to those encountered by children

Theoretical Approach

- Persuasion Approach with some Social Learning
- Dreikurs' principles (natural and logical consequences, democratic milieu)
- Gordon's I-messages, Active Listening

Session Objectives

Session 1
Communication: its importance within the group and in parenting with special emphasis on I-messages and reflective listening.

Session 2
Food: its importance in both physical and emotional development.

Session 3
Routine: the importance of children learning routines for a sense of security and responsibility.

Session 4
Limits: the importance of providing limits with controls for security and growth.

Session 5
Consequences: when and how to use natural and logical consequences.

Session 6
Anchor Points: information to ensure that parents make maximum use of that time of day when primary interaction between parent and child takes place.

Session 7
Play and Family Togetherness: the importance of structured and unstructured play.

Session 8
The Child, Family and School: the importance of maintaining contact and being actively involved with the school.

Session 9
The Child and Community: the importance of knowing and using community resources.

Session 10
Closure: review and overview of the program.

Evaluation

- Informal evaluation by using:
  1. Fact sheets on parents (demographic data)
  2. Fact sheets on the group (completed by the instructor)
  3. Course/instructor evaluation (completed by parents)
  4. Instructor's Evaluation of Sessions
- Because the program is still in the process of being developed, there are four possible evaluation topics that are currently under discussion: skill development, self-image, consumer satisfaction, and indigenous community leaders
- Developer's state that "over a period of three years, three separate groupings of parents have worked with the material along with professionals, to refine and establish priorities and test the relevance and applicability of the ten-week course" (IM, 7).

Comments

- "At risk" parents participated in choosing content.
- Developer states that the content has "continually been adjusted to reflect the needs that the parents themselves have expressed" (IM, 4).
- Source Book contains large quantities of resource materials, ranging from basic information to university-level materials; however, there is no indication as to which materials are intended for the instructor and which for the parents.
- Program is in the draft form at present (1983) and is being edited to make it more cohesive, more visually uniform and a more easily implemented package.

Chapter 4

Alcohol/Drug Parent Education Programs

The parent education progams described in this chapter focus specifically on alcohol and other drugs. As in Chapter III, they contain the five program components:

1. multiple sessions
2. small groups
3. voluntary participation for the expressed purpose of improving skills in dealing with children in an effective and satisfying manner
4. groups have a leader or facilitator
5. written information is provided.

Common Elements

Again, unless otherwise stated, the programs have these common elements:

Learning Techniques
Combination of review, mini-lecture, group discussion, role-playing and home work.

Assignments
Recommended that between sessions, parents practise certain skills at home

Attendance
Recommended that parents attend all sessions.

Learning Objectives
Different objectives specified for each session.

Information Sequencing
Each session builds upon information given in preceding sessions.

Content
Development of parent communication skills (listening and speaking); problem-solving skills and understanding of family behaviours (self and offspring).

Leadership
Requires committed leader/facilitator who is thoroughly familiar with the program's goals, learning techniques and session's objectives.

These programs are not intended to be used as a substitute for a strong and effective intervention to stop children who are using drugs, but they can provide strategies which may improve relationships and prevent problems.

A Family Response to the Drug Problem

Christian Family Movement
for
National Institute on Drug Abuse (NIDA)
5600 Fisher's Lane
Rockville, Maryland 20857
1976

Developer's Motivation

To build better communications and understanding within the family

FIND (Families Involved in Nurturing and Development) is a Department of Health Education and Welfare (DHEW) project based on the belief that "healthy families are the most promising of society's institutions for reversing the trend toward chemical dependency" (PM, V). A Family Response to the Drug Problem, a parent education program based on FIND beliefs, was developed by DHEW and NIDA as one approach.

Intended Goals

- To provide information on drugs and (U.S.) drug laws
- To provide learning experiences with an emphasis on "honest sharing of ideas, attitudes and feelings in a group situation"
- To use the group as a "family", in order to help parents:
  1. work out their emotional needs
  2. experience caring relationships

Materials

- Group Facilitator's Guidelines (FG), 63 pages
- Participant's Manual (PM), 109 pages

Format of Facilitator's Guidelines

- General guidelines for conducting sessions
- Session Outlines
- Section on role play
- Resource/Reference List

Course Duration

6 weekly sessions, each 2 hours long

Participants

All parents

Leader's Qualifications

- No special training
- Emphasis on use of non-professional leader
- Every participant shares in the leadership of the groups

Learning Techniques

As listed on page 59

Theoretical Approach

- Persuasion Approach
- Social Learning for parents through an emphasis on modeling by facilitator
- Large emphasis on Values Clarification
- Dreikurs' principles

PROGRAM 13

Session Objectives	Evaluation	Comments
Session 1 To develop a group feeling; to examine personal feelings about drugs; to provide information on drugs and approaches to prevention. **Session 2** To help families understand the key role they play in the prevention of drug abuse. **Session 3** To examine needs within the family and how to respond to those needs in a helpful way. **Session 4** To understand and identify values and their influence on behaviour. **Session 5** To help families understand the valuing process and become conscious participants in it. **Session 6** To help families experience good feelings about family activities; to learn how to make and carry through growth-producing choices.	No formal or informal evaluation indicated	■ Specific techniques are offered for coping with problem members of the group; e.g., the Hostile, the Quiet, the Dominating person. ■ Role playing is described in detail and is widely used in this program. ■ No mention is made of external factors related to drug abuse such as peer pressure. ■ Appendix in Participant's Manual gives information on history of drug and drug use; U.S. drug laws, pharmacology of selected drugs; glossary of medical/scientific terms; reference bibliography. ■ Program is no longer available except through libraries.

How to Talk with Children about Drinking: a Parenting Guide to Alcohol Education

Charlotte Ryan, Freyda Siegal and Carol Williams
for
National Congress of Parents and Teachers
and
Massachusetts Parent-Teacher-Student Association Inc. (PTSA)
180 Mountain Avenue
Arlington, MA 02174
1977

Developer's Motivation

- To help parents and teachers assist young people to acquire decision-making skills about drinking
- After four years of exploring alcohol education, the PTSA's committee on alcohol education developed this program.

Intended Goals

- To enable parents:

1. to communicate effectively
2. to establish credibility with their children, in order
3. to help their children make responsible decisions

- These goals also are set out for the group leader.

Materials

- Leader's Handbook (LH), 41 pages
- 3 films

Format of Leader's Handbook

- Introduction and overview of program with instructions for the "non-directive" leader
- Detailed lesson plans
- Resource/Reference List

Course Duration

4 weekly sessions, each 2 hours long

Participants

All parents and other interested adults

Leader's Qualifications

PTA leaders or others who have had group leadership experience (LM, 1)

Learning Techniques

- As listed on page 59
- Sessions are planned around three films from a series called Jackson Junior High, produced for the U.S. Office of Education
- Parents role-play situations where they put themselves in the child's shoes so that they can develop an understanding of the child's feelings and needs

Theoretical Approach

- Persuasion Approach
- Gordon's I-messages and Responsive Listening
- Ginott's principles
- Simon's Values clarification

Session Objectives

Session 1
How to deal with anger: Parents learn to recognize their own feelings and reactions, to express them honestly and in a non-damaging way to their children; how to use I-messages.

Session 2
How to get children to listen: Parents learn basic alcohol information and the skills of responsive listening and of communicating effectively with their children.
Film: *Route One*

Session 3
What you can do to resolve conflict: Parents explore values; learn the importance of modeling; discuss all aspects of conflict, how to negotiate and how conflict can be resolved amicably.
Film: *The Party's Over*

Session 4
Being a consultant to your child — establishing credibility: Parents learn the value of a "consultant" relationship with their children, review communication skills, discuss peer pressure and drinking.
Film: *Barbara Murray*

Evaluation

- Informal evaluation by parents through questionnaire at end of each workshop
- Anonymous questionnaire at beginning and again at end of workshops to indicate if there has been a change in parents' knowledge about parenting skills and alcohol information

Comments

- Information is provided in carefully developed sequence and must be followed accordingly.
- Developer states that leader need not be an expert in the alcohol field as accurate information is presented in the films, with reinforcement in Handbook Materials.
- Program teaches general parenting skills and focuses on alcohol issues specifically.
- Parents learn that these skills can be applied to other problem situations.

The Power of Positive Parenting: A Course for Parents of Young Children

National Centre for Alcohol Education
for
National Institute on Alcohol Abuse and Alcoholism (NIAAA)
5600 Fishers Lane
Rockville, Maryland 20857
1977

Developer's Motivation

To "develop a primary prevention course that explores the drinking decisions by parents in the context of (their) role as models for their children's behaviours" (FH, i)

Intended Goals

To help parents adopt and promote healthy attitudes and sensible behaviours to drinking by providing:

- alcohol information
- positive models of responsible decision-making
- the skills and knowledge necessary to develop and enhance a positive self-image in their children

Materials

- Facilitator's Handbook (FH), 84 pages
- Handout materials for use in each session (master copies)
- Facilitator's Session Outline Cards
- Transparencies
- Copies of a Take-Home Summary of each session for parents

Format of Facilitator's Handbook

- Introduction
- Detailed instructions for the facilitator on how to conduct the sessions
- Session-by-session background information
- Resource/Reference Materials

Course Duration

8 weekly sessions, each 2 hours long

Participants

Parents of young children (preschool age)

Leader's Qualifications

- No special training indicated
- Developers state that course is designed to be taught by a lay leader.

Learning Techniques

As listed on page 59 and including games and debates

Theoretical Approach

Emphasizes Social Learning through modeling by parents for children

Session Objectives

Session 1
A "facts" session dealing with physiological and psychological effects of alcohol on the human body.

Session 2
Parenting issues related to the prevention of problems associated with drinking; importance of nurturing a child's positive self-image.

Session 3
Research findings regarding parenting and alcohol education; emphasis on responsible parent "models"; guidelines for drinking and non-drinking parents.

Session 4
Influences of peers and culture on decisions about drinking.

Session 5
Discussion of film about responsible entertaining including responsibilities of parents of young children, driving after drinking and handling intoxicated guests.
Film: *Eat, Drink and be Wary*

Session 6
Discussion of film tracing alcohol-related behaviours from time of Pilgrims; drinking stereotypes; influences of media on young children.
Film: *Spirits of America*

Session 7
Dangers of mixing drugs and alcohol

Session 8
Exploring reasons for drinking and not drinking.

Evaluation

- Informal evaluation through mail-back "Feedback Form" for facilitators and participants; forms and distribution records were used by developers to conduct telephone interviews with users about their perceptions of course effectiveness.
- Developers state that form is to provide information as to accuracy of parental expectations and to determine if course needs revision.
- Albert et al (1983) evaluated the effects of the program on parents' knowledge, attitudes and behaviours with respect to drinking and parenting. In spite of a number of difficulties in carrying out the evaluation, results showed that the program produced:

1. positive effects on alcohol and parenting knowledge, although the effects on the latter were not statistically significant
2. less desirable effects on parenting and alcohol attitudes, although again, the differences in the latter were not statistically significant.

Comments

- Materials are attractively packaged and well organized.
- Additional materials required for the program include films, overhead and film projectors and projection screen.
- Modeling is the only parenting skill which is emphasized.
- Program also addresses abstinence as a legitimate and sensible choice.
- The Addiction Research Foundation has developed an addendum to the Facilitator's Handbook which makes this U.S.-developed course more accurate and relevant to Canadians.
- NIAAA National Clearinghouse for Alcohol Information states that the program is out of stock and will not be reprinted.
- Because course materials are amenable to multiple use, most state offices on alcoholism maintain copies for circulation in their areas.

Communication and Parenting Skills (CAPS)

Judith D'Augelli and Joan Weener
for
National Drug Abuse Centre
and
National Institute on Drug Abuse (NIDA)
5600 Fishers Lane
Rockville, Maryland 20857
1978

Developer's Motivation

"To help families promote the mental health of their members (which) will decrease the development of substance-dependent life styles, be it dependency upon alcohol, tobacco, marijuana, or narcotics, and other destructive or worrisome patterns of living." (TM, 29)

Intended Goals

To have parents learn and practise:
- specific parent-child communication skills of which good listening is considered the most important
- new parenting skills; such as, anticipatory decision-making, management of power, modeling, positive guidance and direct teaching, which will replace less facilitating ones
- how to set goals for improving family interaction, resolving problems and conflicts and encouraging each child's development as a unique individual (PH, 1)

Materials

Trainer's Manual (TM), 199 pages
- Participant's Manual (PM), 111 pages

Format of Trainer's Manual

- Program Overview (5 chapters)
- Detailed lesson plans

Course Duration

9 weekly sessions, each 2 hours long

Participants

All parents

Leader's Qualifications

- Leader may be a professional trainer or a CAPS graduate
- Leader must be experienced in leading similar groups in communication skills training

Learning Techniques

In addition to those listed on page 59, each session requires participants to:
- read background information in the Participant's Manual
- participate in classroom practice exercises
- practise parenting skills at home
- complete the written "Homework Activities"

Information Sequencing

Referred to as the "Building Block Approach"; that is, parents learn one skill at a time and practise combining old skills with new ones as they are learned.

Theoretical Approach

- Emphasis on Social Learning through modeling by parents for children and by leader for parents
- Persuasion Approach
- Gordon's I-messages and Active Listening
- Dreikurs' principles

Session Objectives

CAPS is a nine-session program divided into 5 units:

Unit I
Introduction and Goal Setting
Session 1
Developing a sense of group identity; correlating quality family life with substance abuse prevention.

Unit II
Communication in the Family
Session 2
Identifying family communication patterns and emotions.
Session 3
Practising quality empathetic responses.
Session 4
Recognizing own personal feelings and needs; practising I-messages.

Unit III
Problem Solving in the Family
Session 5
Learning to analyze and resolve family problems using the Anticipatory Decision-Making Process.
Session 6
Learning to use natural and logical consequences in order to help children become responsible for their own behaviour.

Unit IV
Drug Education in the Family
Session 7
Examining parents' personal drug-use values and how these values influence offsprings' drug learning; how parents can educate their children about drugs.
Session 8
Reviewing modeling and parental values and behaviour regarding the use of drugs and alcohol; practising methods for communicating attitudes and beliefs about alcohol and drugs to children.

Unit V
Conclusion: Assessment of Goal Attainment
Session 9
Practising all the skills in natural sequence; reviewing concepts and evaluation goals and progress; importance of continued practice of the skills.

Evaluation

Some formal evaluation has been done on the program impact on parent's behaviour rather than on children's. Klein and Swisher (1983) report that parents who had gone through the CAPS program demonstrated the types of behaviours emphasized by the program. However, the study did not show that these behaviours were being utilized by participants in the home environment

- Informal evaluation through pre- and post-program participant questionnaires

Comments

- Session materials are well organized and systematically laid out.
- Developers emphasize the importance of the leader's role in deciding the success or failure of the program.
- As well as conducting and controlling each session, the leader must "faithfully and regularly collect Home Activities each week, review them, provide (written) feedback and return them promptly the following week". (TM, 23)
- Leader also is encouraged to keep a record of completed Home Activities.
- Importance of Home Activities is stressed as it gives parents the opportunity to put into practice what they have learned in class.
- Emphasis in on practising skills. Leaders are encouraged to spend 75% of class time on skills training and 25% on discussion.

Adults, Drugs and Decisions: A Parent Handbook for Drug Abuse Prevention

Cheryl Olson
for
Milwaukee Council on Drug Abuse, Inc.
1442 North Farwell
Room 505
Milwaukee, Wisconsin 53202
1980 (second edition, 1982)

Developer's Motivation

- To increase community awareness of causes and prevention of drug abuse and other negative habits
- To provide participants with skills focusing on the prevention of socially unacceptable behaviours with an emphasis on drug abuse

Intended Goals

To provide participants with:

- an opportunity to build their own awareness and skills in communication and human relations
- a check on their own values and attitudes
- specific drug information which will add to their knowledge of drug prevention
- a supportive group of adults

Materials

Parent Handbook (PH), 68 pages

Format of Parent Handbook

- Session outlines, readings and exercises
- Bibliography

Course Duration

5 sessions, each 2 hours long

Participants

Parents of adolescents and/or pre-adolescents

Leader's Qualifications

- In State: may be taught by a staff member of the Milwaukee Council on Drug Abuse and/or by a volunteer member who has undergone sixty hours of training
- Out of State: recommended that course be led by someone with leadership training and/or experience

Learning Techniques

As listed on page 59

Theoretical Approach

- Persuasion Approach
- Social Learning through modeling by parents for children
- Emphasis on Values Clarification
- Dreikurs' principles

Session Objectives	Evaluation	Comments
Session 1 Introduction and overview; role of participants; exercises to discover attitudes towards drugs; parental concerns regarding drugs. **Session 2** Drug information including pharmacology, glossary of slang terms, drugs classification. **Session 3** Discussion of the process of Values Clarification; exercises to make participants aware of their own attitudes and values. **Session 4** Development of listening and decision-making skills with related exercises; Dreikurs' Natural and Logical Consequences (reprint). **Session 5** Discussion of natural and logical consequences; recognizing communication styles; communication exercises; summary of sessions.	■ Informal evaluation by participants ■ A classical research design by Olson (1980) which used pre-, post- and 6-month tests with course participants and a matched control group, showed that beginning course participants were more aware of drug issues than the general population (control group); the greatest short-term changes were made in factual knowledge; and that long-term changes were made in attitudes, decision-making, values and self-esteem.	■ Situations with which the participants are confronted are relevant and potentially informative. ■ Developers state that the support and skills acquired from this group will enable participants to help other parents in need. ■ Few, if any guidelines are offered for leaders in the Parent Handbook.

Families, Drugs and Decisions: A Families Handbook for Drug Abuse Prevention

Cheryl Olson
for
Milwaukee Council on Drug Abuse Inc.
1442 North Farwell
Room 505
Milwaukee, Wisconsin 53202
1981

Developer's Motivation

- "To help parents and children recognize the ways in which they can play an important role in drug abuse prevention and to offer ways in learning how to make family life more productive, more supportive and more fun for everyone" (HB, 2)
- Program grew out of requests from parents who attended the Adults, Drugs and Decisions program.

Intended Goals

To prevent drug abuse and related problems by providing parents and children with:

- accurate drug information
- skills and experiences that will increase self awareness, problem-solving and communication
- an opportunity to build a more open and honest familial relationship

Materials

- A Families Handbook for Drug Abuse Prevention (FH), 85 pages
- Facilitator's Guide (FG), 18 pages
- Participant Exercises (in FG)

Format of Facilitator's Guide

Session outlines and supporting teaching materials

Course Duration

6 sessions, each 2 hours long

Participants

Parents and their children (minimum age — 10 years)

Leader's Qualifications

- In State: may be taught by a staff member of the Milwaukee Council on Drug Abuse and/or a volunteer member who has undergone sixty hours of training
- Out of State: recommended that course be taught by someone with leadership training and/or experience

Learning Techniques

Includes many paper and pencil exercises as well as the techniques listed on page 59

Theoretical Approach

- Persuasion Approach
- Social Learning through modeling by parents for children and by children for parents
- Emphasis on Values Clarification
- Gordon's reflective listening
- Dreikurs' principles

PROGRAM 18

Session Objectives	Evaluation	Comments
Session 1 Introduction of program, role of group member, getting acquainted exercises; articles on concerns of youth and parents. **Session 2 and 4** Drug information including drug classification, glossary of slang terms, interaction between food and drugs; reasons for drug use; exercises to examine attitudes exercises. **Session 3** Examining feelings and the valuing process including related exercises. **Session 5** Development of listening and decision-making skills with related exercises; influences of advertising on decision-making; Dreikurs' logical and natural consequences. **Session 6** Discussion on communication and feelings; related exercises; summary.	Informal evaluation by questionnaire for parents and children at end of sessions.	■ Program is well organized. ■ Recommends small group workshops with no more than 2 years of age difference in children who are attending. ■ Paper and pencil exercises are used to give participants a hands-on experience in the program. ■ Program presents the same information and exercises to parents and children so that they "may learn together while building on their own relationship". ■ Program provides an opportunity for parents and children to discuss a very emotional issue in a non-threatening atmosphere. ■ Parents might benefit from taking the Adult, Drugs and Decisions program first so they they might pass on additional drug information and decision-making techniques to their children. ■ The Milwaukee Council on Drug Abuse also offers the following prevention programs: Drugs and Decisions for the Hearing Impaired; Drugs and Decisions for the Mentally Retarded; Drugs and Decisions for the Visually Impaired.

Parent/Family Substance Drug Abuse Prevention Education

Calhoun Intermediate School District and
Kalamazoo Alcohol and Drug Abuse Council
17111 "G" Drive North
Marshall, Michigan 49068
1981

Developer's Motivation

To reduce the likelihood that "at risk" family members will become substance abusers

Intended Goals

To train parents to create home climates that are conducive to the healthy growth of all family members by:

- providing drug and alcohol information
- providing the knowledge and skills for building self-esteem in themselves and other family members
- teaching parenting skills with an emphasis on communication and decision making
- providing a safe setting in which to practise these new skills and behaviours.

Materials

Program materials were not available at time of review; however, manuals for trainers (leaders) now are available for 3 of 4 workshop models.

Participants

Families, especially those termed "high risk"

Leader's Qualifications

- Completion of 60-hour training program to become Family Trainers of Substance Abuse Prevention Education (SAPE)
- Family Education staff

Learning Techniques

As listed on page 59

Theoretical Approach

- Persuasion Approach
- STEP techniques which are based on Gordon's I-messages and Active Listening as well as Dreikurs' principles
- Briggs' principles of building self-esteem

PROGRAM 19

Session Objectives

Program is presented in three multi-session training models and one intergenerational week-end workshop for families.

Model 1
Family Communications: Building Self-Esteem, Your Own and Others I
Duration
6 sessions, each 3 hours long
Content
Changing conditions in the family process; learning about self-esteem and how to enhance it; communicating skills to create a healthy family climate.

Model 2:
Family Communications: Building Self-Esteem, Your Own and Others II
Duration
6 sessions, each 3 hours long for Communications I graduates
Content
Further practice and refinement of communication skills; developing a discipline style that maintains a healthy family climate; drug information including discussion of personal values and substance issues; introduction of stress reduction techniques.

Model 3:
Parents, Youth and Substances: Creating a Prevention Climate
Duration
3 sessions, each 3 hours long
Content
Practical drug information on illegal, prescription, over-the-counter and social drugs, use and misuse; establishing a preventive climate; using communication skills to discuss substance concerns; community resources for substance abuse treatment and information.

Recommended at this point that high risk participants wanting and needing continued practice take the 10-week STEP (Systematic Training for Effective Parenting) program.

Model 4
Intergenerational Workshop
Duration
1 weekend
Objectives

- to have fun as a family and as families
- to increase interpersonal communication skills
- to practise open exchange of differing values
- to discover ways family members can enjoy each other across generational boundaries

Evaluation

- Informal evaluation by trainers and participants which includes pre-and post-self-evaluation questionnaire
- 6 week follow-up questionnaire

Comments

- Trainer (leader) works with a co-trainer.
- Efforts are made to match trainers to the group, e.g., if group participants are single parents, one trainer will be a single parent.
- Focus of Models is on skills building.
- Large number of pre-program information sessions and community awareness sessions are designed to reach parents, youth and grandparents.
- The Intergenerational Workshops are created for skill practice by family groups consisting of parents from two families and children from others; actual families try out new skills at the end of the workshop.
- Follow-up implementation questionnaires are used to assess if parents have learned what was taught and whether the program should be modified.

Kids and Drugs: Prevention Education for Parents

Darlene Golinoski and Valerie Paape
for
Alcoholism Foundation of Manitoba
1031 Portage Avenue
Winnipeg, Manitoba R3G 0R8
1982 (revised 1984)

Developer's Motivation

To give parents the skills:

- to sort through the complex issues surrounding drugs and their use
- to encourage their children to make responsible decisions about using drugs
- to become involved in preventive activities in their community

Intended Goals

To provide parents with:

- general information about drugs and their use
- an opportunity to develop the skills needed for the prevention of harmful drug involvement in the family
- an opportunity to develop a plan of action to prevent harmful drug involvement by their children

Materials

- Leader's Manual (LM), 85 pages
- Activity Book (AB), 69 pages
- Parents' Handbook (PH), 61 pages

Format of Leader's Manual

- Introduction and overview
- Detailed lesson plans

Course Duration

7-8 sessions, each 2 hours long

Participants

All parents

Leader's Qualifications

- Experience in leading small group discussions
- Good background knowledge of drugs and drug-use issues
- Knowledge of the STEP (Systematic Training for Effective Parenting) and/or STET (Systematic Training for Effective Teaching) programs or background in Individual Psychology. Training program is available for leaders by the Alcoholism Foundation of Manitoba. In Manitoba, only trained leaders deliver the program.

Learning Techniques

- In addition to those listed on page 59, each session requires participants to read from the Parents' Handbook and to do the related exercises in the Activity Book.
- At the end of each session, parents use the form, "My Prevention Plan" to write their personal goals for preventing their children's harmful involvement with drugs.

Theoretical Approach

As in STEP:

- Persuasive Approach
- Social Learning through modeling by parents for children
- Many of Dreikurs' principles
- Gordon's I-messages and Active Listening

Session Objectives

Session 1
Use of drugs by youth; relationship of health to drug use and other lifestyle factors; possible problems related to drug use; framework for the prevention of drug-related problems.

Session 2
Action of psychoactive drugs; classification of drugs; hazards of drug and food interaction; general pharmaceutical facts about commonly used drugs; the role of information in prevention activities.

Session 3
Identifying specific causes of problem drug use; responsible decision making.

Session 4
Identifying barriers to communication and ways to overcome them.

Session 5
Exploring adolescent self-esteem, and the processes of encouragement and other alternatives that will help adolescents avoid harmful drug use.

Session 6
Natural and logical consequences as a means of dealing with misbehaviour and helping children accept responsibility for their actions.

Session 7
Examining the role of citizen action in preventing drug problems; addressing the collective action that can be taken in the community.

Evaluation

- The developers state that the program has been piloted by the River Heights Family Life Education Centre. Feedback from the parents involved was used to revise the program (PH, 5). Since then, it has been tested in other Canadian and American communities and more formal evaluation is planned during the mid 80's.
- The developers are in the process of designing an evaluation format. A preliminary evaluation was conducted in early 1984, and a more extensive evaluation may be planned during the mid 80's.

Comments

- Very clearly and attractively laid out.
- Illustrations by Kenn White enhance the materials.
- Current information on drugs presented in a non-threatening manner.
- Some parents may have difficulty understanding some of the terms and concepts in the 1982 edition.
- Parents would benefit from taking the STEP program.
- Program requires a strong commitment of time and effort by parents.
- Prevention Plan exercise increases the likelihood of implementing the program in the home.
- Focus is on primary prevention; parents of children who use drugs may find that it does not meet their needs.
- Statistics and some other information are specific to Canada.
- In terms of Hovland's Theory, the inclusion of a two-sided message about drug use (therapeutic and recreational) may enhance the program's effectiveness in preventing drug abuse.

The Parents' Network

Leslie Fedorchuk
for
Milwaukee Council on Drug Abuse, Inc.
1442 North Farwell, Room 505
Milwaukee, Wisconsin 53202
1982

Developer's Motivation

- To enhance family and community cooperation through networking.
- In 1982, many of the parents who had attended the program, Family, Drugs and Decisions presented by the Milwaukee Council on Drug Abuse, asked for more information about bringing the skills and support they had shared to parents facing the same problems. The result was The Parents' Network.

Intended Goals

To help core groups of parents and other interested community leaders build skills in the areas of organizing, advocacy, group process and drug issues so that they may:

- have greater control in dealing with drug and alcohol problems
- increase their networking capacities within their own neighbourhoods
- establish dialogues with other parents regarding community involvement in the drug and alcohol problems

Materials

Facilitator's Manual
(FM),162 pages

Format of Facilitator's Manual

- Introduction
- Facilitator's briefing notes and outline, presented at the beginning of each session
- Session materials including readings, exercises and masters for copying handouts for participants

Course Duration

8 weekly sessions, each 2 hours long

Participants

Parents, professionals and other interested adults

Leader's Qualifications

- Staff member of Milwaukee Council on Drug Abuse, Inc.
- Leadership training and/or experience in group leadership

Learning Techniques

- In addition to those listed on page 59, program includes, paper and pencil exercises and "brainstorming" activities
- Each session includes topic related exercises and handouts
- Participants are encouraged to keep their own notebook which will become their "manual" when they work with others.

Theoretical Approach

- Persuasion Approach
- Social Learning through modeling by parents for children

PROGRAM 21

Session Objectives	Evaluation	Comments
Session 1 Introduction; general overview of Parents' Movement and Parents' Network; establishing group rapport. **Session 2** Organizing in the community through collaboration. **Session 3** Looking at the family in terms of the Birth Order Theory, family structures and drug abuse. **Session 4** Providing participants with facilitation and networking skills for working with groups. **Session 5** Exploring parenting "styles"; examining personal values; discussing the developmental process. **Session 6** Drug information including pharmacology; in-depth information on marijuana; overview of intervention and treatment sources available. **Session 7** Discussing sexuality as it relates to: the adolescent, the role and responsibilities of parents, common myths that promote sexuality among youth, maturation, drugs and the adolescent. **Session 8** Closing activities; setting new directions; feedback on new groups; evaluation.	■ No formal evaluation ■ Informal evaluation by participant questionnaire	■ Program is well organized and well laid out. ■ Program uses a "smorgasbord" approach with materials from a wide variety of sources. ■ Program is a peer leadership training course for adults. ■ Groups established as a result of the Parents' Network will set their own individual direction using the program as a take-off point. ■ The Milwaukee Council on Drug Abuse, Inc. or a sponsoring agency is available as a resource.

Let's Talk About Drugs — It Affects Us All

The Canadian Home and School and Parent Teacher Federation
(CHSPTF)
323 Chapel Street
Ottawa, Ontario K1V 7Z2
1983

Developer's Motivation

- To attempt to initiate a major awareness campaign by promoting public education programs related to drug use and abuse in Canada (RK, V)
- The concern by the CHSPTF about drug abuse and its effect on the child in school led to a national conference on "Drug and Alcohol Abuse in Canada" in 1980. One accomplishment of this conference was the preparation of this Kit (RK, V)

Intended Goals

- To supply concise, factual drug information to parents and teachers
- To facilitate parent-child communication on drugs
- To examine positive alternatives to drug use (RK, VII)

Materials

- Resource Kit (RK), 142 pages

Additional materials which may be required:

- Overhead projector
- Two films — 16 mm projector and screen
- extra sample pamphlets
- additional copies of handouts (master copies in kit)

Course Duration

6 sessions (intended to be done as a one-day workshop but may be presented individually or as a series of meetings)

Participants

Parents and teachers

Leader's Qualifications

Suggested that 3 speakers "with strong, clear voices" be chosen to deliver the material (RK, XV)

Learning Techniques

As listed on page 59

Theoretical Approach

Persuasion Approach

PROGRAM 22

Session Objectives	Evaluation	Comments
Session 1 Overview of drug problems experienced by youth; survey data. **Session 2** Presentation and discussion of parental attitudes of drug use; importance of parent-child communication. **Sessions 3 and 4** Information on specific drugs including depressants, stimulants and hallucinogens; legal implications of drug use in Canada. **Session 5** Presentation of detailed information on marijuana. Film: *Reading, Writing and Reefer* **Session 6** Suggestions for intervention and prevention of drug use; positive alternatives to drug use. Film: *Alcohol, Drugs or Alternatives*	No formal or informal evaluation	■ Program is well organized and clearly laid out; however text might be shortened. ■ Discussion periods might be more effectively carried out in small groups. ■ Workshop format was chosen in order to give maximum exposure to available material. ■ There may be too much important information to have it presented in a one-day workshop and alternate ways of presentation might be considered. ■ Canadian references and statistics make the information more relevant. ■ A more thorough explanation and discussion of parenting strategies might enhance this program. ■ Speakers should have the opportunity to read the material beforehand, discuss it and decide what part each will play in delivery.

Chapter 5

Near Programs (Related Parent Education Material)

Some materials are available to help parents deal with their children's behaviour that meet most, but not all, of the criteria of parent education programs. They are included here for the sake of completeness and because some would be highly noticeable by their absence. Some of these materials are general and others have a particular focus on the use of alcohol or other drugs.

All in the Family: Understanding How We Teach and Influence Children About Alcohol

Staff of U.S. Jaycees
Box 7
Tulsa, Oklahoma 74121-0007
(no date)

Developer's Motivation

"To help (participants) become more conscious and aware of the important role (they) can play in the prevention or minimization of alcohol problems within the context of family life or personal development" (PM, 1)

Intended Goals

- To present information (… "not intended to encourage or discourage drinking") (LM, 1)
- To discuss the processes of nurturing and growth within the family

Materials

- Parent's Manual (PM), 46 pages
- Chairman's Guide

Format of Parent's Manual

Background information and guidelines for running program

- Session materials
- Resource/Reference List

Course Duration

6 sessions or the material can be:

- read by an individual for personal information
- offered informally (at picnics, outings, campsites)
- integrated into a larger program (community meeting, conference)

Participants

"Adults, parents, youths, neighbours and friends" (PM, 1)

Theoretical Approach

- Mainly Social Learning through modeling by parents for children
- Persuasion Approach

Session Objectives	**Evaluation**	**Comments**
Session 1 Discussion of modeling by parents for children; related exercises. **Session 2** Discussion of parental responsibility relating to alcohol; influences of peer pressure; related exercises. **Session 3** Attitudes and concepts to be taught to children by parents; discussion questions. **Session 4** Discussion of responsible drinking; case studies. **Session 5** Suggestions of ways parents may guide their children to make responsible decisions about alcohol; discussion questions. **Session 6** Conclusions; discussion of responsible drinking; importance of modeling by parents.	Informal questtionnaire for parents at end of sessions	■ States that children must be at appropriate developmental stage to understand certain concepts but does not provide information relating to this. ■ Stresses importance of building positive relationships within the family but, other than modeling, does not offer the parenting skills necessary to achieve this. ■ Peer pressure is discussed, but strategies to counteract it are not mentioned.

Awareness Education for Parents: Caring, Coping and Communication

Onteora Central School District
Boiceville, New York 12412
(no date)

Developer's Motivation

- To present "a factual guide to several common drugs of abuse" (Prim, 2)
- To help parents expand their awareness of themselves and their children and to examine the various aspects involved in making worthwhile decisions (WB, 1)

Intended Goals

Primer

- To present drug information
- To increase awareness of recent drug abuse research
- To make adults more effective in discussing drug issues intelligently

Workbook

- To help parents expand their awareness of themselves and their children
- To provide practice in decision-making which can be applied specifically to substance use and abuse and to other areas as well

Materials

- Primer of Substance Abuse for adults (Prim), 45 pages
- Caring Coping and Communication - workbook for parents (WB), 24 pages

Format/Content of Primer

- Overview of substance abuse
- Abuse of prescription drugs, alcohol and street drugs
- Drug slang
- Drug Quiz
- Agency references
- Suggested reading

Participants

Parents and other adults

Learning Techniques

Workbook presents:

- Exercises to examine values, attitudes and communication
- Hypothetical situations with which parents are asked to deal

Theoretical Approach

- Persuasion Approach
- Values Clarification

	Evaluation No formal or informal evaluation indicated	**Comments** ■ Developers state that the exercises may be done alone or shared with others. ■ Communication exercises are for parents and children. ■ Materials may have been developed to be used in conjunction with a more formal program. ■ Material must not be copied without permission of a representative of the Onteora Junior-Senior High.

Toughlove: A Self-Help Manual for Parents Troubled by Teenage Behaviour

Phyllis and David York
Community Service Foundation
P.O. Box 70
Sellersville, Pennsylvania 18960
1980

Developer's Motivation

- To help parents cope with crisis situations
- The developers, who are professional counsellors, state that they wrote the manual because they themselves had been through crises with their own daughters and had worked with troubled families as counsellors and thus know ways of helping people out of crises (SM, 11).

Intended Goals

To show parents how to:

- stop crises-supporting behaviours
- rethink the problem and develop a structure for relief
- find support for decisions that are made
- set up liveable situations to prevent further crises from developing
- give the problem back to the teenager who has put the parent in crisis
- use their own power

Materials

- Self-Help Manual (SM), 97 pages
- Toughlove: Program is also available and is similar to the manual but is more descriptive and contains case studies

Format of Self-Help Manual

- Introduction to the Toughlove philosophy
- "How to" cope with unacceptable adolescent behaviour (8 chapters)
- Toughlove network membership and subscription form
- Toughlove copyright guidelines

Course Duration

As many sessions as required, each 2-2½ hours long

Participants

Troubled parents and concerned others

Self-Help Support Group Leader's Qualifications

- Any parent troubled by unacceptable teenage behaviour
- Toughlove training through weekend workshops is recommended

Theoretical Approach

- Based on self-help social support concepts
- Dreikurs' logical consequences

PROGRAM 25

Session Objectives	Evaluation	Comments
Session 1 Forming a parent support group for coping with adolescent problem behaviours. **Session 2** Consolidating the support group. **Session 3** Assessing family problems. **Session 4** Defining "bottom lines" (unacceptable actions) and setting "structures" (specific stands on specific issues). **Session 5** Developing plans for individual and support group actions using the Toughlove Group Structure. **Additional Sessions** Applying strategies learned in Sessions 3 to 5 for resolving new conflicts.	■ No formal evaluation indicated ■ Developers state that "thousands of parents have practised Toughlove with their unruly children", that a sizeable number of interviews are reported to show success of the movement and that 90% of weekend workshop participants "have rated the workshops as 'excellent' in their written evaluations" (SM, 56).	■ Program promotes parents' rights. ■ Parents are encouraged to join the broad parent support network. ■ A strong commitment to the program by parents is a necessity. ■ Problems and solutions are very clearly defined with little room for options if parents want to successfully follow the basic Toughlove philosophy. ■ Developers stress the importance of group activities to the success of the program. ■ Participants are encouraged to acknowledge positive steps by using applause which "provides encouragement and a sense of group energy" (SM, 56). ■ Toughlove originally was designed for last-ditch crisis intervention, not problem prevention, and is included here because of its current visibility in the media. ■ For further information on Toughlove, see page 22.

The Parents' Academy: Learning About Children

Ignacy Waniewicz (project originator)
TV Ontario
Box 200, Station Q
Toronto, Ontario
M4T 2T1
1980

Developer's Motivation

- "To assist those who are interested in learning about child development, parenting and family life" (PG, 7)
- The Parents' Academy was "devised in recognition of the difficult job of being a parent" (PG, 6)

Intended Goals

To provide an opportunity to share knowledge, information and points of view on child development, parenting and related aspects of family life (PG, 18)

Materials

- The Parents' Academy: Learning About Children Participant's Guide (PG), 44 pages
- Everybody's Children - booklet (EC), 44 pages
- Answer Sheets for Multiple Choice Questionnaires

Format of Participant's Guide

- Part One — Introduction; explanation of how the program is carried out
- Part Two — How to participate in the program; learning guides for each program; learning techniques used in the program
- Part Three — How to use the Questionnaire
- Part Four — Other resources; recommended readings

Course Duration

8 weekly televised sessions, each 1 hour long

Participants

All parents

Theoretical Approach

Persuasion Approach

Learning Techniques

- Project is self-directed; i.e., viewers decide what they will learn and set their own objectives
- Developers suggest that viewers:

1. read program and theme descriptions and other background information
2. view TV program
3. read related study units in Participant's Guide
4. answer multiple choice questions and
5. mail in answer sheet

- Feedback will be provided to participants in the form of an individualized computerized response letter as well as a newsletter
- Participants are asked to discuss responses with friends/spouses/children, etc. and to read additional materials from the reading list as time permits

PROGRAM 26

Program Objectives

Program 1
Theme — Family Lifestyles

Learning to balance personal satisfaction and society's demands within the family setting.
TV Program: *Three Families*

Program 2
Theme — The Importance of Play

How play helps children express their emotions, take on roles and develop social skills.
TV Program: *Play*

Program 3
Theme — How Language Develops

Ways of communicating; exploring the role of word play and the effect of early interactions on a child's developing sense of identity.
TV Program: *Signals, Sounds and Making Sense*

Program 4
Theme — Discipline

Necessity of discipline; disciplinary measures; self-discipline.
TV Program: *The Changing Limits*

Program 5
Theme — The Learning of Values

Exploring the many sources of values that children have.
TV Program: *A Question of Values*

Program 6
Theme — The Growth of Intelligence

The importance of creativity, wit, intuition and fantasy; comparison of these with reason and logic.
TV Program: *Magic and the Mind*

Program 7
Theme — Physical Growth

The benefits of having a positive body image traced from birth through adolescence.
TV Program: *Body Images*

Program 8
Theme — Emotional Development

Tracing the course of an individual's emotional development; the relationship between childhood experiences and an adult's ability to cope with stress.
TV Program: *Feeling Free.*

Evaluation

An evaluation conducted between January and April of 1981 with 1992 registered participants reports that the Academy was successful both in encouraging people to think about their behaviour as parents and in offering new knowledge

Comments

- Program is well designed, attractive and well organized.
- The Academy recognizes that there is a certain known pattern to human life and that each child is unique within that overall pattern.
- Developers state that the multiple-choice questionnaire format is an ideal way to share and compare ideas, opinions and experiences.
- It is estimated that participants will need 2 hours a week to make participating "a worthwhile experience" (PG, 18).
- Because questionnaires must be mailed in, participants may not always follow through.
- Because there is no formal leader for the program, parents must be self-motivated.
- TV parenting programs provide an opportunity for many people to participate while in the privacy of their own home.
- One unique feature of this program is the personalized, computer-printed letter replying to participants' questionnaire.
- Academy will provide a means for participants to contact each other for the purpose of discussing issues connected with Academy subjects.
- These materials are also available on video-cassette to educational organizations and institutions.

Who's Raising the Family? A Workbook for Parents and Children

John K. Delaine
for
Wisconsin Clearinghouse
1954 East Wisconsin Avenue
Madison, Wisconsin 53704-5291
1981

Developer's Motivation

To provide a prevention program for parents who are concerned that their children may get involved in drugs

Intended Goals

To create a positive environment that will make drug abuse less likely by presenting parents with:

- specific parenting methods
- life coping skills to teach to their children

Materials

Workbook for parents and children, 53 pages

Format

- Introduction
- 4 chapters
- Appendices (crisis assistance, children's comments)
- Recommended readings and information sources

Participants

Parents and children ages 5 and over

Learning Techniques

Includes a variety of paper-and-pencil exercises; behavioural contracting; family meeting, all done at home. Program is a self-help manual to be used by parent(s) with child(ren) in the home, without the direction of an external leader

Theoretical Approach

- Social Learning through modeling by parents for children
- Persuasion Approach
- Principles of Dreikurs, Ginott and Gordon

PROGRAM 27

Chapter Contents	Evaluation	Comments
Chapter 1 Discussion of the meaning of prevention **Chapter 2** Quiz for parents to explore their alcohol/drug-related values, attitudes and behaviours **Chapter 3** Life-coping skills that can be taught to children; namely, developing positive concepts, expressing feelings, assertiveness, decision making and problem solving, accepting responsibilities for one's own actions; related exercises **Chapter 4** Parenting strategies that can be used to promote positive family relationships; such as the family meeting, alcohol drug discussions, alternative activities, television-watching guidelines	No formal or informal evaluation indicated	■ Intent of workbook is to help parents move away from being reactive (responding to things that have already happened) to being proactive (planning ahead and making things happen the way you want them to happen). ■ Exercises can be used by parents and children. ■ Program supports the idea of a strong family, and involved active parenting. ■ Program recognizes developmental stages of children. ■ Teaching of life-coping skills by parents to children is a unique feature of this program. ■ Program might be used more effectively if conducted by a leader in a group setting.

Academy on Parenting

Susan Nobel (concept designer)
for
T.V. Ontario
Box 200, Station Q
Toronto, Ontario M4T 2T1
1982

Developer's Motivation

- To help parents increase their knowledge and understanding of some of the most important issues in child rearing
- Developer's material is based on the premises that:

1. each child is unique and that no single child-rearing technique is suitable for all
2. there are fundamental child-rearing principles which should be understood by all
3. parents need information and support but may not have the time or possibility to obtain either

Intended Goals

To provide viewers with the opportunity:

- to meet other parents, either through the dramatizations or on-air discussions
- to challenge their own beliefs
- to discover how others are coping with similar problems
- to learn how to find support

Materials

- A Guide to Self-Directed Study
- Perspectives on Parenting: A Viewer's guide to the Academy with Jack Livesley 67 pages
- List of suggested readings from Fredelle Maynard

Format of Viewer's Guide

- Introduction to the Academy
- Introduction Essay
- Program — related chapters include:

1. Things to Think About (background information)
2. Things to Look At (summary of dramas)
3. Things to Do (related pencil-and-paper activities)

- Synopsis
- Resources/References

Course Duration

6 weekly, televised sessions, each 1 hour long

Participants

Parents and parent-workers

Learning Techniques

- Project is self-directed; i.e., viewers decide what they want to learn and set their own objectives
- Six one-hour televised sessions consist of a brief introduction, a 30-minute drama from the series Footsteps and a 20-minute discussion by a group of parents in the studio.
- At-home participants read related chapters in the Viewer's Guide and do pencil-and-paper exercises.
- Viewers are asked to write in with comments and suggestions from which a newsletter will be compiled and then sent to participants.
- Program is meant to be watched with others so that group discussions may take place.

Theoretical Approach

- Persuasion Approach
- Gordon's I-messages and reflective listening

Session Objectives	Evaluation	Comments
Sessions deal with 6 different aspects of 2 major concerns: discipline and communication. **Session 1** Problem Behaviour — discusses the types of, reasons for and ways of dealing with behaviour problems. Drama: *Tangled Web* **Session 2** Parenting Styles — discusses permissive and protective approaches; finding a balance. Drama: *Tightrope* **Session 3** Discipline — discusses types of discipline and includes a related article. Drama: *Spare the Rod* **Session 4** Communicating Love — discusses ways feelings are communicated and techniques for positive communication. Drama: *I Love You When You're Good* **Session 5** Seeking Advice — discusses sources of advice and ways of communicating with the experts; dealing with children's fears. Drama: *If You Knew April* **Session 6** Children and Television — discusses positive and negative aspects of TV viewing, ways to make it an active experience for children. Drama: *Who Is Sylvia?*	■ No formal evaluation indicated ■ Mail-in comments by participants provide an informal evaluation	■ Participant materials are well laid out. ■ Because material has to be mailed in, participants may not always follow through with comments and suggestions. ■ The Guide to Self-Directed Study indicates different goals that may be set by the viewers and should be read before the Academy begins. ■ A televised parenting program may reach a much larger audience than would organized group meetings. ■ These presentations are also available on video-cassette to community and educational organizations. ■ TV Ontario also has been involved in a series of education workshops in the Province of Ontario. Hand in Hand: Building a Stronger Family. Sessions included a video program, discussion and written material. Program evaluation (Duggan, 1982) revealed that the experience was viewed very positively by the participants.

Developing Capable Young People

H. Stephen Glenn and
Joel W. Warner
Tape Series: H. Stephen Glenn
Humansphere Inc.
P.O. Box 1566
Hurst, Texas 76053
1982

Canadian Office:
Humansphere Inc.
Box 368, Station A
Mississauga, Ontario L5A 3A1

Developer's Motivation

To respond to research results which indicated that today's youth were not developing the basic life skills required to become capable adults

Intended Goals

To help parents help their children become strong, capable individuals by teaching them the specific skills known as the Significant Seven:

1. Identification with viable role models
2. Identification with and responsibility for "Family" Processes
3. Faith in personal resources to solve problems
4. Adequate development of intrapersonal skills
5. Adequate development of interpersonal skills
6. Well-developed situational skills
7. Adequately developed judgemental skills

Materials

- 6 audio cassette tapes, 30 minutes, each side
- Developing Capable Young People, booklet 66 pages
- Vinyl case for tapes

Content/Format of Booklet

Introduction and the following chapters:

Chapter 1
Habilitation and the Role of the Family

The family's role in developing capable people is examined.

Chapter 2
The Significant Seven

The seven basic skills of the capable person are presented with a brief explanation of the importance of each.

Chapter 3
Families in Transition

A look at the methods families have used historically to develop children to be capable adults and an examination of the breakdown of this traditional transfer of life skills in the last twenty years.

Chapter 4
Developing Capable People

How parents can help their children develop the significant seven life skills.

Chapter 5
Parents and Attitudes

A few ideas to help parents over the normal feelings of frustration and anxiety and on to family success.

Bibliography

Participants

Parents, teachers, parent educators and other professionals

Learning Techniques

- Participants listen to the tapes and read the accompanying booklet
- If material is presented as a course to a group, group discussion is part of the course

Theoretical Approach

- Persuasion
- Social Learning through modeling by parents
- Gordon's P.E.T. concepts
- Dreikurs' logical consequences

PROGRAM 29

Tape Series	Evaluation	Comments
Cassette 1 Families in Transition Working with Perception **Cassette 2** Perception of Capabilities Perception of Meaning and Purpose **Cassette 3** Perception of Control over Environment Developing Intrapersonal Skills **Cassette 4** Developing Interpersonal Skills Developing Responsibility **Cassette 5** Developing Judgement Social Innoculation **Cassette 6** Family Structure Conclusion	No formal or informal evaluation indicated	■ Materials may be used by groups or on an individual basis. ■ Tapes have been recorded before a live audience. ■ Participants must listen attentively to tapes as much important material is presented. ■ Information is delivered in an informal, interesting, easy-to-listen to manner. ■ Some of the information is based on U.S. statistics. ■ Program recognizes developmental stages of children. ■ Developer suggests the Family Meeting as a method for developing family participation for all ages. ■ One unique advantage of tape presentation is that significant points may be played back. ■ Some information is presented within a Christian context. ■ Individuals may have to be highly motivated to listen to tapes alone.

Together ... is Better

Canadian Parks/Recreation Association (CPRA)
333 River Road
Vanier, Ontario K1L 8B9
1982

Developer's Motivation

- To encourage people to spend quality time together with their "family"
- Program was developed because of the belief that creative leisure and strong families are critical to the health and well-being of Canadians

Intended Goals

- To raise awareness of the importance of the family
- To introduce new recreational activities for friends and families to try together
- To support initiatives for family and community "togetherness"

Materials

- Together, An Introduction to Professionals, colour-illustrated booklet
- Poster full colour, approximately 31 cm. x 42 cm. (12" x 16")
- Fitnic planning guidebook and colour poster

Participants

All family members (kith and kin)

PROGRAM 30

Activities	Evaluation	Comments
■ Program offers a large number of suggestions under the "Together" topics of Dig, Play, Discover, Create; such as gardening, rock-hounding, drama, a walk in the rain, making a family book, etc. ■ Fitnic, a community festival, features "fun, food, friends, families and fitness." ■ Activities are promoted locally by CPRA members which include municipal Parks and Recreation Departments, church groups, Boy Scouts, the YM/YWCA, etc.	No formal or informal evaluation; however, developers state that there is a large demand for program materials	■ Program was designed to enrich and enhance the concept of family. ■ "Family" is defined not only as kin but in the broad terms of everyone with whom one feels a good connection.

The Family Challenge — A Lifestyle Adventure*

Health Promotion Directorate
Health and Welfare Canada
Jeanne Mance Building
Tunney's Pasture
Ottawa, Ontario K1A 1B4
*Available in 1985

Developer's Motivation

To develop a program promoting positive lifestyles for distribution through the workplace to employees and their families

Intended Goals

To encourage Canadian families to:

- assess present lifestyles
- plan together and reach healthier ways of living in the areas (Lifestyle Categories) of nutrition, physical activity, mental activity, relaxation, health care, safety and breaking free

Materials

- Family Passport, 20 pages
- 7 pairs of Passport Stamps
- Lifestyle Adventure Map-full colour, approximately 47 cm. x 81 cm. (19" x 30")

Format of Passport

- Introduction
- How to use
- Seven Lifestyle Categories, with Traveller's Tips and spaces for user's diary notes

Duration

Maximum of six months

Participants

Family members

Activities	Evaluation	Comments
Using the map and Passport, families: ■ plan how to complete the journey together to reach each of the seven Lifestyle Category objectives ■ record their progress with diary notes and Passport Stamps	Informal evaluation by participant's questionnaire	■ Traveller's Tips include looking for activities the whole family can do together; such as, creating a regular family-reading hour, trying different ethnic foods, planning family outings, enlisting the family's help to break free from habits that could become harmful. ■ Program was developed primarily for people in the workplace. ■ A personal Certificate of Achievement from National Health and Welfare is awarded to participants who complete the Challenge.

Talking Through The Hole in the Fence

A Family Guide
Health Promotion Directorate
Health and Welfare Canada
Box 8888
Ottawa, Ontario K1G 3J2
1983

Developer's Motivation

- To increase positive sharing experiences between parents and their children
- To encourage families to use the existing school-based program, The Hole in the Fence, at home

Intended Goals

To help young children develop early self-confidence, interpersonal skills and peer-understanding, thus preparing them to cope with negative peer pressure to abuse drugs in later adolescent years

Materials

- The Hole in the Fence, * children's storybook — 132 pages, colour illustrated
- Talking Through the Hole in the Fence — A Family Guide to the storybook, 52 pages, black and white

Format of Family Guide

- Background Information
- 19 Story Guides
- Appendix (recipes, puppet patterns, purchase information and evaluation questionnaire)

Participants

Parents and children from ages 5 to 9

Content of Family Guide

- A Story Guide accompanies each of the 19 fables from The Hole in the Fence storybook
- Each Story Guide contains an activity picture, a discussion section and a fun/craft section.
- Activity-pictures show story characters.
- Discussion-sections contain story résumés, relevant proverbs, questions about the story theme and ideas for family reminiscences.
- Fun/craft-section includes such activites as making finger puppets, preparing an oriental meal and playing wishing games.

* Available from
The Canadian Government
Publishing Centre
Hull, Québec K1A 0S9

	Evaluation	**Comments**
	■ Informal, on-going evaluation through attached participant questionnaire ■ 1000 copies were pilot-tested with parent and teacher volunteers who completed mail-back questionnaires	■ Resource was developed in response to the need for children's educational materials stressing responsible personal-social behaviours. ■ Stories are not meant for children to read by themselves, but are fables about modern life for discussion with parents. ■ Accompanying materials include teacher's and in-service training guides and filmstrips for school use. ■ Stay Real, a cannabis information pamphlet for parents and teenagers to share, is also available from Health and Welfare Canada; Box 8888, Ottawa, Ontario K1G 3J2.

Chapter 6

A Developmental Perspective of Parenting Programs

All parent education programs are intended to teach parents how to respond to and deal with their children in a systematic and consistent manner. However, the basic parenting procedure that parents are taught will vary, depending on the philosophy of program developers. Futhermore, a program may affect one parent education group differently than another, if parents' ages, the leader's expertise and the group's cultural backgrounds differ.[5]

In addition, parents of five-year-olds may respond differently to a program than parents of fifteen-year-olds. Hence, another factor affecting parents' responses to a program may be the ages, and corresponding developmental stages, of their children. Although some programs are targeted for parents of teenagers or young children, and others contain information on the developmental stages of children (ref. Appendix), most programs are promoted as being for all parents, with scant information on child development being provided for parents or leaders.

It may be possible to assess which programs are most appropriate for which parent populations by correlating program content with recognized benchmarks of children's ages and stages. In this chapter, we first examine a theoretical model of developmental stages and then suggest where selected parent education programs might fit within it.

We have chosen Lawrence-Kohlberg's (1963) well-known model of moral development. It describes three distinct levels of moral thinking, or moral philosophies, which guide human behaviour. As shown in the following table, each level consists of two stages, with accompanying motives, or criteria, for making decisions.

Most children from ages four to ten years of age function at the preconventional level, i.e., they conform to avoid punishment and/or to gain rewards. Later on, they conform to gain social approval and to avoid legal censure or personal guilt. By age 13, some children may begin to make decisions based on more abstract concepts such as democratically accepted laws, individual human rights and personal conscience.

TABLE 1

Kohlberg's Stages of Moral Development

Source: Kohlberg (1963)

Level	Stage	Motivation (Decision-Making Criteria)
1 Pre-conventional Ages 4-10 (approximately) Conformist, responsive to cultural labels of "good" and "bad" and physical punishments and rewards	**1** Orientation toward punishment ■ Unquestioning deference to power ■ Physical consequences of action determine goodness or badness	**1** Obey rules to avoid punishment
	2 ■ Right action consists of satisfying one's own needs and occasionally the needs of others ("You scratch my back and I'll scratch yours")	**2** Conform to obtain rewards, have favors returned
2 Conventional Conforms to social order Maintains, supports and justifies this order	**3** Good-boy — good-girl orientation ■ "Good" behavior pleases, helps and is approved by others. ■ One seeks approval by being "nice"	**3** Conform to avoid disapproval, dislike by others
	4 Orientation toward authority, fixed rules and maintenance of the social order ■ One earns respect by doing duty	**4** Conform to avoid censure by legitimate authorities and resultant guilt
3 Post-conventional Thrust toward autonomous moral principles, valid apart from authority and apart from identification with authorities (persons or groups)	**5** Social-contract orientation, generally with legalistic and utilitarian overtones Right actions have been critically examined and agreed upon by whole society ■ Personal values are relative ■ Emphasis on (democratic) procedures for reaching consensus	**5** Conform to maintain the respect of the impartial spectator judging in terms of community welfare
	6 Orientation toward decisions of conscience and toward self-chosen ethical principles that are logical, comprehensive, universal, consistent and abstract (e.g. The Golden Rule) ■ Respect for individual human equality and dignity	**6** Conform to avoid self-condemnation

We should note that many individuals do not pass on to level III, but continue to function at levels I and II. (Lefrançois, 1983). Furthermore, many function at different levels under different circumstances. For instance, an adolescent might theorize that cannabis use is personally unacceptable because she/he perceives that widespread use could undermine the social-legal order (level III). However, in practice, the same youth might use cannabis to gain peer approval (level II).

It is apparent from this brief description that these stages are not discrete. Research has shown, however, that these stages do exist and that they are sequential. The fact that most people function at levels I and II suggest that we are essentially motivated by personal reward and governed by rules of law and order and by authority.

In many ways, the decision to use, or not to use drugs, is a difficult moral decision for a young person. It is likely that this decision is made within the context of Kohlberg's levels of moral development. If so, then parenting programs can utilize this knowledge by directing parents to concentrate on these stages of development.

Indeed, many of the parent education programs—both general and drug-specific—seem to have consciously or unconsciously built this model into their programs. These programs can be divided into those that emphasize the different criteria for decision-making, from levels I to III. It should be said that programs emphasizing aspects of levels II and III are inappropriate for very young people, and those emphasizing components of level III may be appropriate for very few children and even very few adults.

In the sections that follow, we have attempted to place most of the programs and some near programs within the level that best seems to exemplify their intent. It is important to note that no program fits totally within any one level, but it has been placed there because its major emphasis is on criteria utilized by children at that level. Those who have developed the programs may not agree with our classification.

Level 1: Preconventional Morality

The level of preconventional morality includes all decisions that are made on the basis of avoiding punishment or gaining rewards. The theory suggests that punishment reduces the likelihood of a behaviour reoccuring, while needs satisfaction increases the probability that behaviour will be repeated. The following programs emphasize managing children's behaviour through negative and/or positive reinforcement:

General Programs
Parent-Child Communication: Workships for Family Education

Alcohol/Drug Programs
The Power of Positive Parenting: A Course for Parents of Young Children

Near Programs
Awareness Education for Parents: Caring, Coping and Communication

Program developers recommend Parent-Child Communication and Awareness Education for parents of teenagers and the Power of Positive Parenting for parents of younger children. However, for these programs to be effective, Kohlberg's theory suggests that they be used with parents of children from four to ten years old. These children respond to punishment and reward and would seem most susceptible to programs using these techniques.

Level 2: Conventional Morality

At the level of conventional morality are the programs that emphasize the use of natural and logical consequences rather than reinforcement and punishment. The stages within this level include seeking approval of others and adhering to social codes of law and order. By advocating that youngsters learn to predict and live with the logical (and legal) consequences of their behaviours, the following programs are appropriate for those who value fixed rules and social order:

General Programs
Children: The Challenge
Parent Effectiveness Training (P.E.T.)
Systematic Training for Effective Parenting (STEP)

Alcohol/Drug Programs
How to Talk to Children about Drinking: A Parenting Guide to Alcohol Education
Adults, Drugs and Decisions: A Parent Handbook for Drug Abuse Prevention
Kids and Drugs: Prevention Education for Parents
Let's Talk About Drugs — It Affects us All

Near Programs
Toughlove: A Self-Help Manual for Parents Troubled by Teenage Behaviour
Who's Raising The Family? A Workbook for Parents and Children

Except for teen-based Toughlove, the programs listed above are all intended for any parent. However, not until age 10 are a major percentage of decisions based on issues of social approval and law and order, according to Kohlberg. Therefore, he would probably suggest restricting use to parents with children who are at least 10 years of age, because most younger children cannot function at the level being addressed. Because most adults usually function at the Conventional Morality level, these programs are highly appropriate for parents as well.

Level 3: Postconventional Morality

The following programs all emphasize the importance of communication in the family and the importance of specific communication techniques, such as I-messages, problem solving and reflective listening in rearing children. These techniques may be most appropriate in helping individuals who have reached the third level of moral development and who are operating from the perspective of the common good or from self-chosen ethical principles.

General Programs
Creating Supportive Systems
Project FIT (Families Interacting Together)
The Primary Prevention Project

Alcohol/Drug Programs
Families, Drugs and Decisions
Parent/Family Substance Drug Abuse Prevention Education

Near Programs
All in the Family

All these programs appear to address the third level of moral development, that is, behaving for the general good of the family unit and making decisions based on ethical principles such as the Golden Rule (not on moral rules such as the Ten Commandments). In spite of the fact that some 13-year-olds function at these levels, the majority of individuals do not. In fact, parents who take these programs may have difficulty integrating some of the concepts into decision-making because they themselves are not functioning at this level.

The decision of whether or not to use a specific program must encompass various considerations. In addition to considering ease of use, documentation, accuracy and clarity of information, learning techniques and number of sessions, Kohlberg's model suggests that thought must be given to the chronological ages of the participant's children (in the absence of information about their stage of moral development).

Even if we are to assume that each and every program can be equally effective in helping parents raise their children (an unlikely assumption), Kohlberg would seem to suggest that the underlying philosophy of each program seems to restrict its use. Not every program is effective for every child, a distinction that many of the programs seem reluctant to make.

One final point should be made concerning the implications of Kohlberg's model. If, as Kohlberg suggests, very few individuals function at the post-conventional morality level, all those programs we have placed within this level would be of minimal use (assuming we have placed them within the appropriate level). In conclusion, it should be reiterated that no program belongs exclusively in any one level, but that a certain amount of overlap does exist.

Chapter 7

Conclusions and Recommendations

Schaps et al. (1981) reviewed evaluations of 127 drug abuse prevention programs, none of which were parent education programs by our definition and most of which were school-based programs. Their main findings are instructive in that they are based on an examination of a large number of program evaluations. First, the quality of the research designs was, in most cases, not adequate. Second, in many cases where the research design was adequate, the intensity of the programs studied was low. Third, there were only ten cases of "exemplary evaluation efforts"; that is, programs that combined a reasonable level of intensity with an adequate research design. Eight of these ten studies produced positive drug-specific outcomes. One showed no effect and the other showed a negative effect on attitudes toward the use of drugs.

Among the few recommendations made by the authors for the planning of programs is that "greater use of parents...as primary service delivery agents is worthy of careful consideration" (Schaps et al.,1981:42). The review did not focus on the role of parents. There were no findings to suggest particular benefits in using parents, but (perhaps due to dissatisfaction with the studies in general) parents are suddenly suggested as a potential key element in future program planning.

Such acts of faith form the basis for many suggestions that parents are a key audience in the field of drug abuse prevention among pre-adolescents and adolescents.

We have found no quantitative surveys[6] that attempt to ascertain the extent of the demand on the part of the general population for parent education programs in general or those focusing on alcohol and other drugs. We do know that courses are given in a variety of settings under the auspices of a wide range of social and educational agencies and institutions. One-day workshops, which we would not consider a program, at times, attract several hundred participants. There is no systematically gathered information and little information of any kind on the characteristics of persons who are most likely to be attracted to such programs or who are most likely to benefit from them. Among the bits of information that we have been able to collect, there is some evidence that the number of persons completing a program, say all six or eight lessons, is often small compared to the number of persons who started.

While the evidence for this is largely anecdotal, it does appear that the interest in parent education programs is on the rise. This may be more than a popular trend, but the intimacy of the small group, the self-help and self-improvement quality of such programs, do appear to have some attraction.

What is surprising in all of this is the absence of evidence that the program works. Each program says that it will work if carefully followed and practiced, but systematic evaluations are few and far between. What does it mean to say that a program works and how would we find out? To answer these questions we will use two approaches. First, we will present two studies, then we will take up the issues in more general terms.

Two Illustrations

Later in this chapter, we will indicate some of the specific elements that should be found in evaluations of parenting programs. Some evaluations of efforts to modify behaviour of parents have been conducted and these studies can serve to illustrate part of what is possible. The programs involved do not, in our terms, qualify as parenting programs, but they are not so remote as to mask the links to the primary focus of this review. The first is a controlled attempt to alter the parenting practices of abusive parents in a therapeutic milieu and the second is a mass media approach to encourage certain parenting behaviours.

1. Parenting Program of the Rotary Creche Child and Family Clinic*

In as yet unpublished research, Hall and Hay (Hall, 1983) have examined the utility of two different approaches to teaching parenting skills to a clinical population of abusive parents. Clients were randomly assigned to one of two group treatment orientations. One group was highly didactic and structured; it used a social learning orientation modeled after the work of Patterson (1971) and the Oregon Social Learning Center. The other group was less structured, more psychotherapeutic and self-help in orientation and focused on the development of parental self-esteem and developing empathy for the abused child. Both of these groups were matched on key variables and were in turn matched with a comparison population of non-abusive parents and children of similar socioeconomic status, age and geographical area.

This study included videotaping of mother-child interaction, pre- and post-psychological testing of the mother, developmental testing of the youngsters and follow-up, and other means of gathering information. Hall is confident that both types of therapy were done well and there is some evidence of changed behaviour in the youngsters.

During the first six months the parents in the social learning, behavioural management group showed positive results. They made more progress, and moved more quickly than the parents in the more psychotherapeutically oriented condition. They also had a higher level of attendance and a lower rate of drop-out.

---

*Formerly the Euclid Parenting Project in Metropolitan Toronto.

This difference in progress during the first six months was not maintained thereafter. Follow-up interviews and other contacts indicate that, by six to nine months following treatment, many parents in the behaviour engineering therapy began to fall apart and were unable to continue using the techniques that had been taught. Their feelings about the behaviour of their children had not changed and they no longer felt satisfaction in the use of the techniques that had been taught in therapy. They felt that they had been "sold a bill of goods" because not enough change had taken place and their satisfaction was now low. In addition, these parents were generally unwilling to maintain contact with the program, unlike the "self-help" clients who were able to use follow-through services appropriately. According to Hall, these parents apparently started with and stayed with the idea that the problems that they were experiencing were the "kid's fault" and that their role as parents was to "change" the child's behaviour. These parents became "efficient dictators" for a short period of time and used the new techniques to gain the compliance they had wanted in the first place.

In contrast, parents who had been assigned to the psychotherapeutic orientation and who did not drop-out continued to show improvement up to four years later. These parents tended to hold the view that they had to take responsibility for their own behaviour rather than for changing the behaviour of the child. Their tolerance for the behaviour of their child seemed to be greater and they felt less frustrated. These parents tended to be more empathic toward their children and demonstrated more self-esteem.

Because of these findings, Hall says that they now provide a hybrid approach for abusive parents. The behaviour management approach runs the risk of teaching parents the techniques without the parents knowing how, why and when their use is appropriate. Parents learn to control without giving to or empathizing with their child. The hybrid approach starts with the psychotherapeutic orientation and incorporates child management techniques when it seems clinically appropriate.

These findings are of interest for two particular reasons. First the study was well designed and second, there is a test of two alternative parenting strategies. Of course, the parents were not typical in that they were in treatment because of child abuse. Nevertheless, it becomes clear that it is through studies with similar designs, but involving non-clinical participants that one can come to answer some of the remaining questions about parenting programs.

2. You're Not Alone: Media Campaign

Ratcliffe and Wittman (1983) report on a test-market evaluation of a media campaign involving parenting education in the form of a series of four animated 30-second television commercials with supporting pamphlets intended for parents of children under the age of five. The development of these messages was commissioned by the Ontario Ministry of Community and Social Services. They were designed to foster more favourable emotional environments for young children and teach or remind parents of fundamental behavioural skills for dealing with common problems that arise in rearing children: sibling rivalry, toilet training and night waking. The fourth reminded parents that showing affection to young children is crucial to their healthy development.

A benchmark survey using telephone interviews (N=300) was conducted before the paid advertising was aired. Another survey of the same size and type was conducted after 11 weeks of television exposure and a third after another 8 weeks of exposure.

Three of the four commercials had run at low levels of exposure in the test-market area as a public service announcement for two years prior to the first survey and 10% of the mothers interviewed in the benchmark survey were aware of them.

The authors report that opinions were significantly more positive at the time of the first post survey than at the time of the benchmark survey, but that there was no significant difference between the first and second post surveys (Ratcliffe and Wittman, 1983).

Ratcliffe and Wittman (1983) conclude that this type of parenting intervention is effective:

> These findings suggest that known psychological contributors to child abuse such as preference for physical punishment and attributions of malevolent intentions, along with experienced frustration, can be influenced through prevention intervention.

About 85 per cent of the respondents who were aware of the campaign described the messages as either very or somewhat helpful. Slightly over 20% of those aware of the campaign reported that they changed the way they dealt with their young child as a result of seeing the commercials.

As a result of the experience in the test-market, a province-wide campaign was launched. This time there were only two messages and both were oriented to providing a solution. One was the same as was aired in the test-market (showing affection) and the other was a new one on discipline developed because the previous surveys had shown that discipline was the most frequently reported difficulty experienced by mothers (83%):

> It encouraged parents to recognize that many behaviours they disapproved of are the result of their child's drive to discover and learn (not the result of malevolent intentions); to remain calm when disciplining their child; and to tell their young child that they are displeased and show their child what they should play with (an acceptable, alternative behaviour) (Ratcliffe and Wittman, 1983).

Does It Work?

Let us consider what it means to say that a parent education program specifically designed for dealing with alcohol and other drug behaviours "works." The goal of such programs is the prevention of alcohol-or other drug-related damage among young people. If the goal is reached, we should find the following, if parents of children were randomly assigned to taking the course or not taking the course: children of parents who take the course should have a lower incidence of alcohol or other drug-related damage than the children of parents who do not go through the program.

In order to achieve this goal there are a number of objectives that some or all programs should work toward. The extent to which each of these objectives is attained might also be measured.

Sample Objectives:

1. More favourable self-concept among parents who take the course;

2. Enhanced self-concept among children of parents who take the course;

3. Less drug-using behaviour among children of parents who take the course;

4. Improved level of knowledge about alcohol and other drugs among parents who complete the program;

5. Enhanced quality of relations between parents and children where parents have taken the course (e.g., more mutual respect; more effective skills in coping; less rancor and argument; more sharing and understanding);

6. Less frustration with their youngsters and teenagers, among parents who have completed the program;

7. Greater satisfaction and confidence with respect to their view of themselves as parents.

These objectives and others are presumably accomplished by engaging in a set of objective-related activities that are the content of the program.

Parents learn about communication: that there are different types of messages and that some means of sending them are more effective than others. They are told of techniques for listening that can be taught, practised and learned. Specific alcohol and other drug-related information is conveyed and discussed. Parents talk and share with others their difficulties, anxieties, frustrations and successes as a way of gaining more insight about themselves, coming to a better understanding of the group process, and practising the skills that will supposedly make them more effective parents. Exercises can be done in the group, assignments can be agreed upon for "homework". All of these activities are supposedly devised to help meet the objectives. The objectives when met should make the goal achievable.

Evaluation

From the point of view of evaluation, one would like answers to some questions about the process and to some questions about outcome. The questions about process have to do with such things as what is the experience of the parents in the groups? What expectations do they bring with them? Are the sessions carried out in the form that is specified? What is really the role of the leader? Do people drop out and why? Are there different rates of retention for programs that require a fee than for those that do not charge? Are there social differences, educational differences or ethnic differences in rates of joining or completing the programs?

With respect to outcome, one would certainly like to know whether the ultimate goal of the program is reached. No studies have attempted to ascertain whether children of parents who participated in parenting programs have a lower incidence of alcohol- and other drug-related damage than the childen of similar parents who do not take such a course. With respect to the state-of-the art in this type of research, there are other, more proximate questions having to do with the objectives.

Are any or all of the objectives achieved? If the answer is "no" then sophisticated evaluations would not be in order. The state of the situation is that we know so very little about whether the objectives are met.[7]

It is not unusual for persons conducting programs to give questionnaires to participants asking them such things as whether they liked the course, had recommendations for improving it or whether they would recommend it to their friends. The results of these questionnaire surveys are never published, but they are reported always as being, at least favourable.

If parent education programs are to become a part of public policy, their claims of efficacy will have to be assessed. There are fundamentally two ways of proceeding. The first is to do the ultimate study right away. This will require devoting the human and financial resources necessary to set up groups, run them and follow up the parents and their children in a longitudinal manner.

One alternative is a far more gradual process that proceeds one step at a time and never commits more than the minimal resources required at any stage. This would involve a series of evaluations of ongoing parent education programs so as to ascertain information about process, and some on outcomes relative to some or most of the objectives. It may well be possible to do this without assuming anything more than the costs of the evaluation itself, since the programs might be offered by community or social agencies who already do so as part of their ongoing services.

Of course there would be difficulties in carrying out a study based on a classical research design. For instance, random assignments to a parenting program or to no parenting program are somewhat unlikely. There are, however, other quite suitable alternatives. The control condition, rather than being "no treatment" or "no program," could involve a program of far shorter duration, which presumably would also be less expensive (potentially more efficient) than one of 6 to 8 sessions. Such an alternative is feasible and reasonable.

At one level it can be argued that parent education programs that have an exclusive or special focus on the use of alcohol or other drugs are unnecessary or at least redundant where general parent education programs exist. Drinking and drug-taking are, after all else is said and done, behaviours and the essence of any parenting program is to better equip parents to deal with the behaviour of their children, whether the specific concerns are about sex, drinking, stealing or religious participation. This too is worthy of testing and could be done easily by comparing two Adlerian-based programs, the general STEP program and the alcohol-drug Kids and Drugs program.

Due to the present state of knowledge, preferences for one program over another are difficult to establish on objective criteria alone. Programs based on parenting strategies that have stood some test of time and that are recognized are probably to be preferred. They just might be better and it is more likely that many of the "bugs" of language, content and instructions have been taken out of them.

For an organization that has a specific mandate such as prevention of alcohol and other drug-related damage, there is an advantage in having one or two experimental conditions that involve the implementation of alcohol or drug specific programs.

The parent education programs that focus on alcohol or other drugs, or both are largely developed independently of one another. Some of them are out of print or no longer available or awaiting revision. Some problems of form and content have been identified in some of the programs and improvements are likely. Where revisions are called for, it would be advantageous if this were done within a context of broader theoretical orientations and sensitivity to the implications for evaluation research.

Indeed, future generations parent education programs on alcohol and other drugs would benefit considerably if their development clearly involved a commitment to integrating theory and research. This would make it possible to establish clearer theoretical links between program activities and the principles on which they presumably are based, as well as make the evaluation more feasible and more satisfying from the point of view of both program planners and researchers.

Analysis of Instructional Design

Special attention should be paid to analyzing the instructional design, that is, how the materials and learning activities correspond to the program goals and objectives. An analysis of instructional design is outside the scope of this review but some work has been carried out for Health and Welfare Canada. Conry (1983) indicates that the instructional design of parent education programs deserves considerably more attention than it has received thus far. He has used procedures developed by the Educational Products Information Exchange (EPIE) Institute to analyze six parent education programs.[8] With respect to instructional design, at least three major areas of difficulty are identified.

First, there are pedagogical problems with some programs' content and teaching techniques. "The programs reviewed fail to follow known pedagogical models. Parenting programs seem to hope for social change by means of offering quantities of information in a 'how-to' format" (Conry, 1983:viii).

Second, there has been insufficient attention to whether parents can and do translate information that is studied into skills and actual behaviour in their homes:

> Many of the programmes reviewed ... appear to be based on the assumption that if information is studied and discussed, participants will develop competence in applying the suggested parenting skills in their own homes ... Overall, the issues of program effectiveness and participant satisfaction are not seriously addressed, although most programmes do attempt to present some evidence of effectiveness. None of the six programmes reviewed makes a serious attempt to measure the quality or level of the skill attained (Conry, 1983:vii).

Third, success of such programs is highly dependent on the leader and adequate preparation takes far more time than is acknowledged in these programs:

> It is evident that little attention is given either to selection or to preparation of these trainers .... Ability to convey these skills is in itself a developed skill; but no program stated any significant qualifications of the "leader," and only one suggested even that the leader should have taken the "course" previously to leading it (Conry, 1983:115).

He considers that these "loose conditions of program transmittal" mean that Fine's observation still holds:

> Little has happened by way of preparing and evaluating instructors. There are currently no national standards; persons leading parent groups range from expert to adequate to bunglers and charlatans. (1980:23)

Conclusion

We have identified strengths and weaknesses of various approaches and how these are reflected in specific programs. Little is specifically known about the demand for such programs[9], but this could be ascertained. While there exists sparse research evidence for their effectiveness, the intensity, the self-help aspect of their organization and the scope of the programs offer some cause for optimism. They involve training in interpersonal skills, opportunities to practise, multiple sessions and, therefore, time to integrate the information and acquire the skills as well as a group situation that provides social support. Of course, before parent education programs can become an element of public policy, it would be desirable to have information based on both process evaluation and outcome evaluation. If we do not undertake such studies we will still be unable to answer the questions posed by Gruenberg, more than forty years ago, and featured in the headnote, "How do you know?" Strategies that might be followed to accomplish this have been suggested.

There are, of course, alternatives to trying to know such things and so we leave the last word to a person who commented on an earlier version of this study:

"... I could not help but be rather amused by the researcher's discomfort with the lack of scientific evidence of efficacy. As if there was anything the least scientific about parenting! And as if social scientists have the capacity to know 'improvement!' To my mind, parenting programs are to stop parents being worse, not to make them better. How can one change a family through interaction with only one member, as is usually the case? And no one should underestimate the benefit of 'feeling better' after a PET program or the like." [10]

Footnotes

FOOTNOTE NO. 1

*Paul C. Whitehead, Ph.D., Professor, University of Western Ontario, London
Louis Gliksman, Ph.D., Scientist, Addiction Research Foundation, London

FOOTNOTE NO. 2

*Cromwell (1981:23) points out that in the U.S. there are at least 10 popular magazines with a total circulation of over eighty million that feature information about home life. Most of these magazines are also available in Canada.

**For an excellent review of the field of parent education, see Fine (1980).

FOOTNOTE NO. 3

*There are books on parenting that, at least in title, suggest a strong emphasis on discipline such as How to Discipline With Love (Dobson, 1977) and Dare to Discipline (Dobson, 1970). For the parent interested in learning to use punishment effectively, the books would be a disappointment. The cover of the Dobson book proclaims "Permissiveness doesn't work. Now a famous child psychologist shows how firm control is the key to real love." One need go no further than the foreword to find out that "discipline is not merely punishment" and that the key to real love is "the intelligent application of these [behaviourist] principles of reinforcement."

FOOTNOTE NO. 4

*David and Phyllis York (1980) hold the copyright to the title "Toughlove". Toughlove is different from Tough Love, recommended by the Palmer Drug Abuse Program (PDAP) and described by Pauline Neff. PDAP, a drug abuse crisis intervention program involves counselling and residential treatment. For further information on Toughlove and/or Tough Love, see Ian (1981), Cannon (1981), Linton (1981), Landaus (1981), Chatelaine (1982), Elliott (1982). For further information on Toughlove, see page 86.

FOOTNOTE NO. 5

*Kavanaugh (1979:123-125) has expressed doubts as to whether a course such as PET is relevant to parents of low socioeconomic status. Rob and Norfor (1980), in a study conducted in New South Wales, found that such parents score lowest on such factors as parental confidence causation of child behaviour, acceptance of the child, sharing of thoughts and feelings and trust. In their study, they found that those who initially scored lowest showed the most improvement.

FOOTNOTE NO. 6
*In 1983, DEMAND Research Consultants, Inc. interviewed parents of preadolescents in 12 locations across Canada in a qualitative research survey carried out for Health and Welfare Canada. Parents interviewed stated that they preferred to receive child-rearing information from (ranked in descending order of priority): kith and kin, schools, professionals, churches and government sources and that their primary concern regarding their children's health and well-being was the quality of family life." See also footnote 9.

FOOTNOTE NO. 7
*Despite the research that has been undertaken, results continue to be equivocal, even in the case of the P.E.T. program, which has been the subject of master's theses and doctoral dissertations by: Dibrell (1979), Eckerle (1976), Geffen (1977), Hanley (1974), Janiak (1975), Knight (1974), Lewis (1978), Lillibridge (1972), Mee (1977), Moritz (1976), Noble (1976), Pelkey (1976), Witty (1978), Garcia (1971), Hocrath (1976), Umstat (1979). On one hand, the research library of Effectiveness Training Incorporated has on file 25 separate research studies which, though varying in quality, all report statistically significant positive changes (Gordon, 1980). Judy Gordon Sands interviewed 92 PET graduates who had completed the course from 10 years to a few months earlier. She reported a wide range of positive changes in both parents and their family (Gordon, 1980). P.E.T. graduate's offspring are reported as showing: decreased classroom misbehaviour (Miles, 1974); higher self-esteem (Schofield, 1976); and reduced problem behaviours (Church, 1978). On the other hand, comparisons between P.E.T. and behaviour modification programs report little change with either technique (Kowalewski, 1976); and more positive effects among children of behaviour modification participants (Pinsher, 1977).

FOOTNOTE NO. 8
*Kids and Drugs; Let's Talk about Drugs; Primary Prevention Project; The Parents' Academy; Toughlove; and Systematic Training for Effective Parenting.

FOOTNOTE NO. 9
*In Edmonton, in 1982, the Social Planning Council worked with other groups in an attempt to ascertain the perceived need for such programs among agencies involved in parent education, professionals involved in the delivery of such services and parents who were already in contact with twenty-six different organizations. Between 40% and 50% of the parents who responded liked "a lot" such educational approaches as the following: "reading a magazine mailed to you" (40%); "talking with parents in group meetings" (41%); "attending a conference for parents" (46%); "going to a talk (lecture) given by an expert" (48%) and "taking a course using lectures and group discussions" (49%) (Edmonton Social Planning Council, 1982:227). The way in which the sample was collected means that the results are of limited generalizability and cannot be used to predict need in the wider community.

FOOTNOTE NO. 10
*President of an organization that produced a parenting program.

Bibliography

Abidin, Richard. *Parenting Skills: Trainer's Manual and Workbook* (Second Edition). New York: Human Sciences Press, Inc. (72 Fifth Avenue, New York, N.Y. 10011 or 3 Henrietta Street, London, WC 2E 8 LU), 1982.

Adler, Alfred. *Understanding Human Nature*. New York: Premier Books, 1957.

Adler, Alfred. *The Problem Child*. New York: Capricorn Books, 1963.

Albert, W., Robert I. Simpson and Joan A. Eaglesham. "Evaluation of a drinking and parenting educational programme in six Ontario communities." *The International Journal of the Addictions*, (forthcoming).

Albert, Werner et al. *Journal of Drug Education* 13 (No.4), 1983.

Bandura, A. "Influence of model's reinforcement contingencies on the acquisition of imitative response." *Journal of Personality and Social Psychology*, 1:589-595. 1965.

Bandura, A. *Principles of Behaviour Modification*. New York: Holt, Rinehart and Winston, 1969.

Baruch, D.W. *New Ways in Discipline*. New York: McGraw-Hill, 1949.

Baumrind, Diana. "Concurrent patterns of parental authority." *Developmental Psychology*. Monograph 4 (No. 1, Part 2): 1-103. 1971.

Becker, Wesley C. and Janis W. Becker. *Successful Parenthood: How to Teach Your Child, Values, Competence, and Responsibility*. Chicago: Follett, 1974.

Bernhardt, Kral S. *Being a Parent: Unchanging Values in a Changing World*. Toronto: University of Toronto Press, 1970.

Blane, Howard T. "Education and mass media persuasion as preventative strategies." Pp. 255-288 in R. Room and S. Sheffield (eds.), *The Prevention of Alcohol Problems*. California, 1974.

Blane, Howard T. and Linda E. Hewitt. Alcohol and Youth: *An Analysis of the Literature*. Rockville, Maryland: National Institute on Alcohol Abuse and Alcoholism, 1977.

Briggs, D.C. *Your Child's Self-Esteem*. Garden City, N.Y.: Doubleday, 1970.

Brim, Orville G Jr. and David Harman. *Learning to be Parents; Principles, Programs and Methods*. Beverley Hills: Sage Publications, 1980.

Brooks, Jane B. *The Process of Parenting*. Palo Alto: Mayfield, 1981.

Bruen, Warwick. "The effectiveness of programmes to prevent drinking problems: a review." *Australian Journal of Alcoholism and Drug Dependence* 4 November: 112-116.

Calhoun Intermediate School District and Kalamazoo Alcohol and Drug Abuse Council. *Parent/Family Substance Drug Abuse Prevention Education.* Kalamazoo, Mich.: Calhoun Intermediate School District and Kalamazoo Alcohol and Drug Abuse Council, (17111 "G" Drive North, Marshall, Michigan 49068), 1981

Canadian Home and School and Parent Teacher Federation. *Let's Talk About Drugs ... It Affects Us All.* Toronto: The Canadian Home and School and Parent Teacher Federation (Suite 204, 240 Eglinton Avenue East, Toronto, Ontario. M4P 1K8), 1983.

Canadian Mental Health Association. *The Primary Prevention Project: Manual for Instructors.* Toronto: Canadian Mental Health Association, Ontario Division (8 Pailton Crescent, Toronto, Ont. M4S 2H8), 1982.

Canadian Parks/Recreation Association. *Together is Better.* Vanier, Ontario: Canadian Parks/Recreation Association (333 River Road, Vanier, Ontario. K1L 8B9), 1982

Cannon, Margaret. "Loving the tough way." *Macleans* (14 September): 58, 1981.

Chatelaine. "Tough Love: does it work?" *Chatelaine* (July): 37, 108-126, 1982.

Church, A.S. *An evaluation of parent effectiveness training (PET) in families of school-age children.* University of Kentucky, Ph.D. Dissertation, 1978.

Christian Family Movement. *A Family Response to the Drug Problem: Group Facilitator Guidelines and Participant Manual.* Washington: Department of Health, Education and Welfare (National Institute on Drug Abuse, 5600 Fishers Lane, Rockville, Maryland 20857), 1976.

Conry, Robert. *An Evaluative Review of Parenting Materials: Six EPIE Analyses and Their Implications.* Vancouver: Horizon Research and Evaluation Affiliates (Education Programs, Health Promotion Directorate, Health and Welfare Canada), 1983.

Cromwell, Ronald E. *Primary-Prevention Family-Focused Educational Models and Programs: "A State of the Art Paper."* Brevard, North Carolina: Center for Relationship Change, 1981.

D'Augelli, Judith and Joan Weener. *Communication and Parenting Skills: Trainer's Manual and Participant's Manual*. Washington: U.S. Government Printing Office. (National Institute on Drug Abuse, 5600 Fishers Lane, Rockville, Maryland 20857), 1978.

Delaine, John K. *Who's Raising the Family? A Workbook for Parents and Children*. Madison: Wisconsin Department of Health and Social Services (Wisconsin Clearinghouse, 1954 East Washington Avenue, Madison, Wisconsin, 53704), 1981.

Demand Research Consultants, Incorporated. *Parenting: Issues and Concerns, Focus Group Report*. Ottawa: Health and Welfare Canada, 1983.

Dibrell, Lorraine Lemans. "The relationship between child creativity and maternal empathy, respect, and genuiness." Texas A & M University, Ph.D. Dissertation, 1979.

Dinkmeyer, Don and Rudolf Dreikurs. *Encouraging Children to Learn: The Encouragement Process*. Englewood Cliffs: Prentice-Hall, 1963.

Dinkmeyer, D. and G.D. McKay. *Raising a Responsible Child: Practical Steps to Successful Family Relationships*. New York: Simon and Schuster, 1973.

Dinkmeyer, D., and G.D. McKay. *Systematic Training for Effective Parenting: Instructor's Kit*. Circle Pines, Minn.: American Guidance Service, Inc. (Psycan Limited, 101 Amber Street, Markham, Ontario L3R 3B2), 1976.

Dobson, James. *Dare to Discipline*. New York: Bantam Books, 1970.

Dodson, Fitzhugh. *How to Discipline with Love*. New York: New American Library, 1977.

Domino, George. "Get high on yourself": the effectiveness of a television campaign on self-esteem, drug use and drug attitudes." *Journal of Drug Education* 12 (No.2): 163-171, 1982.

Dreikurs, Rudolf. *The Challenge of Parenthood*. New York: Duell, Sloan and Pearce.

Dreikurs, Rudolf and Loren Grey. *A New Approach to Discipline: Logical Consequences*. New York: Hawthorn Books, 1968.

Dreikurs, Rudolf with V. Soltz. *Children: The Challenge*. Scarborough: Prentice Hall of Canada, Ltd. (1870 Birchmount Road, Scarborough, Ontario, M1P 2J7), 1964.

Duggan, Kay. *Hand in Hand — Building a Stronger Family — An Evaluation*. Toronto: TV Ontario (Box 200, Station Q, Toronto, Ontario), 1982.

Eckerle, Ronal Anthony. "Interest, A family oriented community based juvenile delinquency intervention program." Ohio State University, Ph.D. Dissertation, 1976.

Edmonton Social Planning Council. *Parent Education Programs and Support Services in Edmonton*. Edmonton: Planning and Research Branch of Alberta Education, 1982.

Elliott, Tom. "Toughlove teaches parents." *Chatam Daily News* (24 April), 1982.

Fedorchuk, Leslie. *The Parent's Network*. The Milwaukee Council on Drug Abuse, Inc. (1442 North Farwell, Room 505 Milwaukee, Wisconsin 53202), 1982.

Fine, Marvin J. ed. *Handbook on Parent Education*. Don Mills, Ontario: Academic Press, 1980.

Fishbein, M. "Attitude and the prediction of behaviour." In M. Fishbein (ed.) *Readings in Attitude Theory and Measurement*. New York: Wiley, 1967.

Fishbein, M. and I. Ajzen. *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research*. Reading, Mass.: Addision-Wesley, 1975.

Fisher, Dorothy Canfield and Sidoni Matsner Gruenberg. *Our Children: A Handbook for Parents*. New York: Viking Press.

Fisher, Mary. *Hand in Hand — Building a Stronger Family*. Toronto. TV Ontario (Box 200, Station Q).

Fugate, J. Richard. *What the Bible Says About . . . Child Training*. Garland, Texas: Aletheia Publishers.

Garcia, Julian. "Preventive programs in parent education: A study of parent effectiveness training." University of Southern California, M.SW. Dissertation, 1971.

Gauthier, Gaston M. and Sylviane Michaud. *Relation Parent-Enfant*. The Montreal Catholic School Board. (3737 Sherbrooke St. East, Montreal, Quebec H1X 3B3) 1974.

Gauthier, Gaston M. and Sylviane Michaud. *Relation Parent-Adolescent*. The Montreal Catholic School Board (3737 Sherbrooke St. East, Montreal, Quebec H1X 3B3) 1976.

Geen, R.G., and D. Stoner. "Effects of aggressiveness habit strength on behavior in the presence of aggression-related stimuli." *Journal of Personality and Social Psychology*, 17, 149-153, 1971.

Geffen, Michael Stuart. "The value of a course in parent effectiveness training for single parents." California School of Professional Psychology, Fresno, Ph.D. Dissertation, 1977.

Ginott, Haim G. *Between Parent and Child: New Situations to Old Problems*. New York: MacMillan, 1968.

Ginott, Haim G. *Between Parent and Teenager*. Toronto: Collier-MacMillan, 1969.

Glenn H. Stephen and Joel W. Warner. *Developing Capable Young People*. Hurst, Texas: Humansphere Inc. (Box 368, Station A, Mississauga, Ontario. L5A 3A1), 1982.

Glueck, Sheldon and Eleanor Glueck. *Delinquents and Nondelinquents in Perspective*. Cambridge: Harvard University Press, 1968.

Golinoski, Darlene and Valerie Paape. *Kids and Drugs: Prevention Education for Parents*. Winnipeg: Alcoholism Foundation of Manitoba (1031 Portage Avenue, Winnipeg, Manitoba. R3G 0R9), 1982.

Goodstadt, Michael. "Myths and methodology in drug evaluation: a critical review of the research evidence." Pp. 113-145 in Michael Goodstadt (ed.), *Research on Methods and Programs of Drug Education*. Toronto: Addiction Research Foundation, 1974.

Gordon, S.B. and N. Davidson. "Behavioral parent training." In A.S. Gurman and D.P. Kniskern (eds.), *Handbook of Family Therapy*. New York: Brunner/Mazel, 1981.

Gordon, Thomas. *P.E.T.: Parent Effectiveness Training: The Tested New Way to Raise Responsible Children*. New York: Plume, 1970.

Gordon, Thomas. Revised Edition. *P.E.T.: Parent Effectiveness Training: Instructor's Kit*. Solana Beach, California: Effectiveness Training, Inc., 1973 (revised, 1977).

Gordon, Thomas with Judith Gordon Sands. *P.E.T. in Action*. Toronto: Bantam, 1976.

Gordon, Thomas. "Parent Effectiveness Training: A Prevention Program and Its Effects on Families." In *Handbook on Parent Education*, edited by M.J. Fine, 101-121. Don Mills, Ontario: Academic Press, Inc. 1980.

Gottlieb, Benjamin H. ed., *Social Networks and Social Support*. Beverly Hills: Sage Publications, 1981.

Gruenberg, Sidoni Matsner. *We, The Parents: Our Relationship to Our Children and to the World Today*. New York: Harper and Brothers.

Gusfield, Joseph R. "The Prevention of drinking problems." Pp. 90-113 in R. Room and S. Sheffield (eds.) *The Prevention of Alcohol Problems*. California, 1974.

Hall, Darlene Kordich. Personal Communication about Hall, Darlene Kordich and Thomas F. Hay, *Therapies for Child Abuse: A Comparative Evaluation*, 1983.

Hanley, Donald Francis. "Changes in parent attitudes related to a parent effectiveness training and a family enrichment program." United States International University, Ph.D. Dissertation, 1974.

Health Promotion Directorate. *The Family Challenge — A Lifestyle Adventure*. Ottawa: Health and Welfare Canada (Health Promotion Directorate, Jeanne Mance Building, Tunney's Pasture, Ottawa, Ontario. K1A 1B4), (forthcoming).

Health Promotion Directorate. *The Hole in the Fence*. Ottawa: Canadian Government Publishing Centre (Hull, Quebec. K1A 0S9), 1976.

Health Promotion Directorate. *Talking Through the Hole in the Fence: A Family Guide*. Ottawa: Health and Welfare Canada (Box 8888, Ottawa, Ontario. K1G 3J2), 1983.

Hoerath, Jane Elizabeth Henry. "The influence of parent effectiveness training on parental attitudes toward child-rearing and children's self-esteem." Auburn University, M.Sc. Dissertation, 1976.

Honig, Alice S. *Parent Involvement in Early Childhood Education*. Washington: National Association for the Education of Young Children.

Hovland, C.I., I.L. Janis and H.H. Kelley. *Communication and Persuasion*. New Haven, Conn.: Yale University Press, 1953.

Ion, Sam. "Advice to the working woman." *Toronto Sun* (20 September), 1981.

Ireland, John (Chairperson). *The Primary Prevention Project*. Toronto: Canadian Mental Health Association, Ontario Division (8 Pailton Crescent, M4S 2H8), 1982.

Janiak, Betty Payne. "An evaluation of the effectiveness of parent training programs in changing parent behavior." Utah State University, Ph.D. Dissertation, 1975.

Kavanagh, D. "What parents think: A commentary." *Australian Journal of Social Issues*, 14:123-125, 1979.

Klien, Michael A. and Swisher, John D. "A Statewide Evaluation of a Communication and Parenting Skills Program." *Journal of Drug Education*, Vol 13, No. 1, pp. 73-82, 1982.

Knight, Nancy Allen. "The effects of changes in family interpersonal relationships on the behaviour of enuratic children and their parents." University of Hawaii, Ph.D. Dissertation, 1974.

Kohlberg, L. "Development of Children's Orientation to a Moral Order." *vita humana* Vol. 6 pp. 11-36, 1963.

Kohlberg, L. "Implications of Developmental Psychology for Education: Examples from Moral Development." *Educational Psychologist*, Vol. 10 pp. 2-14, 1973.

Kowalewski, J.F. "An evaluative study of behavior modification training for parents and parent effectiveness training as methods for affecting parent-child problem resolution and parental attitude change." University of Maryland; *Dissertation Abstracts International* 37(12-1, Part 1): 6334, 1976.

Latter-day Saints. *Family Relations*. Salt Lake City: The Church of Jesus Christ of Latter-day Saints, 1975.

Latter-day Saints. *Family Home Evenings*. Salt Lake City: The Church of Jesus Christ of Latter-day Saints, 1979.

LDS Social Services. *Becoming a Better Parent: Instructor's Manual and Parent's Manual.* Salt Lake City: The Church of Jesus Christ of Latter-day Saints (1235 Bay Street, Toronto, Ont. M5R 1A5), 1974 (revised, 1976).

Landers, Ann. "Giving kids 'Tough love'." *Family Circle* (3November): 34, 104,106, 1981.

Lefrançois, G.R. *Psychology*. Wadsworth Publishing Company. Belmont, California, 1983.

Lewis, Alice Gates. "The impact of parent effectiveness training on parent attitudes and children's behaviour." University of the Pacific, Ed.D. Dissertation, 1978.

Lillibridge, Edmund M. "The relationship of a parent effectiveness training program to change in parent's self-addressed attitudes and children's perceptions of parents." United States International University, Ph.D. Dissertation, 1972.

Linton, Marilyn. "You're not a bad parent if you set limits and stop waiting hand and foot on your kid ." *Toronto Sunday Sun* (2 August): 6-12, 1981.

Leo, John. "Getting tough with teens." *Time* (8 June): 45, 1981.

Mee, Sister Catherine B. "Parent effectiveness training: Assessment of the developmental gains in parents' capacity to counsel their children." Catholic University of America, Ph.D. Dissertation, 1977.

Miles, J.M.H. "A comparative analysis of the effectiveness of verbal reinforcement group counselling and parent effectiveness training on certain behavioral aspects of potential dropouts." Auburn University, Dd.D. Dissertation, 1974.

Minnesota Prevention Resource Center. *PAR: A Program About Parents, Their Children and Drugs.* (2829 Vandale Avenue, Anoka, Minnesota 55303), 1983.

Moritz, Edmund Daniel. "The acquisition of empathic communication skills through the active listening training in Thomas Gordon's parent effectiveness training." University of Montana, Ph.D. Dissertation, 1976.

Myer, T. "The effect of sexually arousing and violent films on aggressive behavior." *Journal of Sex Research* 8: 324-333, 1972.

National Centre for Alcohol Education. *The Power of Positive Parenting: A Course for Parents of Young Children.* Washington: U.S. Department of Health, Education and Welfare (National Institute on Alcohol Abuse and Alcoholism, National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, Maryland, 20852), 1977.

National Institute on Drug Abuse. Drug Abuse *Training Resource Guide.* Rockville, Maryland: U.S. Department of Health and Human Services. (Public Health Service, Alcohol, Drug Abuse and Mental Health Administration. Division of Training, National Institute on Drug Abuse. 5600 Fishers Lane, Rockville, Maryland USA 20857), 1982.

Neff, Pauline. *Tough Love: How Parents Can Deal with Drug Abuse.* Nashville: Parthenon Press, 1982.

Nobel, Susan (Concept Designer). *Academy on Parenting: Perspectives on Parenting: A Viewer's Guide to the Academy with Jack Livesley.* Toronto: TV Ontario Publications (Box 200, Station Q, Toronto, Ontario. M4T 2T1), 1982.

Noble, Robert Dwight. "An evaluation of parent effectiveness training and Adlerian parent groups: Changing child-rearing attitudes." Indiana University, Ed.D. Dissertation, 1976.

Norton, G. Ron. *Parenting.* Englewood Cliffs, N.J.: Prentice-Hall, 1976.

Olson, Cheryl. *Adults, Drugs and Decisions: A Parent Handbook for Drug Abuse Prevention.* (1442 North Farwell, Room 505, Milwaukee, Wisconsin, 53202) Milwaukee: Milwaukee Council on Drug Abuse, Inc., 1980 (second edition 1982).

Olson, Cheryl. *Families, Drugs and Decisions: A Families Handbook for Drug Abuse Prevention.* Milwaukee: Milwaukee Council on Drug Abuse, Inc. (1442 North Farwell, Room 505, Milwaukee, Wisconsin, 53202), 1981.

Olsen, J. *Parent-Adult Peer Prevention Program Analysis.* Milwaukee Council on Drug Abuse, Inc. (1442 North Farwell, Room 505, Milwaukee, Wisconsin 53202), 1980.

Onteora Jr./Sr. High School. *Awareness Education for Parents: Caring, Coping and Communicating.* Boiceville, N.Y.: Onteora Jr./Sr. High School, (no date).

Patterson, G.R. Families: *Applications of Social Learning to Family Life.* Champaign, Illinois: Research Press, 1971.

Pelkey, G.F. "The effect of parent effectiveness training and teacher effectiveness training on student self-image." University of Southern California, Ed.D. Dissertation, 1976.

Pinsker, M.A. "A comparison of parent effectiveness training and behavior modification parent training groups on behavior change in target children." College of William and Mary, Ed.D. Dissertation, 1977.

Ratcliffe, William D. and William P. Wittman. "Parenting education: test-market evaluation of a media campaign." *Prevention in Human Services,* 1983.

Riley, Donald, P., Kathryn Apgar and John Eaton. *Parent-Child Communication: Workshop Models for Family Education: Leader's Manual.* New York: Family Service Association of America. (44 East 23rd Street, New York, New York 10010), 1977.

Rinn, R.C. and A. Markle. "Parent effectiveness training: A review." *Psychological Reports* 41, 95-109, 1977.

Rob, Marilyn and Judy Norfor. "Parenting: Can skills be learned?" *Australian Journal of Social Issues* 15(No.3): 189-193, 1980.

Rogers, C.R. *Client-Centred Therapy*. Boston: Houghton Mifflin, 1951.

Rosensweig, D. *The Parents' Academy*: Evaluation. Toronto: TV Ontario, 1981.

Ryan, Charlotte, Freyda Siegel and Carol Williams. *How to Talk with Children About Drinking: A Parenting Guide to Alcohol Education*. Arlington, Mass.: National Congress of Parents and Teachers and Massachusetts Parent-Teacher-Student Association, Inc. (180 Mountain Avenue), 1977.

Schaps, Eric, Russel DiBartolo, Joel Moskowitz, Carol S. Palley and Shoshanna Churgin. A review of 127 drug abuse prevention program evaluations. *Journal of Drug Issues II*, (No. 12, Winter) 17:43, 1981.

Scholfield, R.G. "A comparison of two parent education programs: Parent Effectiveness Training and behaviour modification and their effects on the child's self-esteem." University of Northern Colorado, Dd.D. Dissertation, 1976.

Seddon, John. *Project FIT (Families Interacting Together)*. Wichita Falls, Texas: Wichita Falls I.S.D. (P.O. Box 2570, Wichita Falls, Texas, 76307) (mimeographed, no date).

Shain, M., H. Suurvale and H.L. Kilty. *The Parent Communication Project: A Longitudinal Study of the Effects of Parenting Skills on Children's Use of Alcohol*. Toronto: Addiction Research Foundation, 1980.

Shanahan, Louise. "Tough Love's solution is too great a risk." *The Catholic Register* (19 March): 13, 1983.

Simon, Sidney B. and Sally Wendkos Olds. *Helping Your Child Learn Right from Wrong: A Guide to Values Clarification*. New York: Simon and Schuster, 1983.

Soltz, Vicki. *Study Group Leader's Manual*. Chicago: Alfred Adler Institute of Chicago, 1976.

Stolberg, Karen. *Creating Supportive Systems: Leader's Manual*. Minneapolis: Metro Drug Awareness (Minneapolis Health Department, 250 South Fourth St., Minneapolis, Minnesota, 55415), 1979.

Streit, F. Adult *Workshops on Adolescence*. Highland Park, N.J.: Essence Publications, 1980.

Umstot, Mary Elizabeth. "A comparison and evaluation of parent effectiveness training: Course participation versus textbook reading." University of Dayton, M.A. Dissertation, 1979.

United States Jaycees. *All in the Family: Understanding How We Teach and Influence Children About Alcohol.* Tulsa: U.S. Jaycees, (Box 7, Tulsa, Oklahoma 74102). (no date).

Wachtel, Ted. "Tough Love proponent challenges criticism." *The Catholic Register* (19 March): 13, 1983.

Wallack, Lawrence M. "Assessing effects of mass media campaigns: an alternative perspective". *Alcohol Health and Research World*, 5 (Fall): 17-29, 1980.

Waniewicz, Ignacy (Project Originator). *The Parents' Academy: Learning About Children: Participant's Guide.* Toronto: TV Ontario (Box 200, Station Q, Toronto, Ont. M4T 1T1), 1980.

Whitehead, Paul C. *Evaluation of a Media Campaign: The AWARE Program and Attitudes Toward Alcohol.* Regina, Sask.: AWARE Program, Department of Health, 1978.

Witty, J.L. "The effects of parent effectiveness training on parents' personal and child rearing values." University of the Pacific, Ed.D. Dissertation, 1978.

Wright, Lloyd S. "Parental permission to date and its relationship to drug use and suicidal thoughts among adolescents." *Adolescence* 17 (No.66, Summer): 409-418, 1982.

York, Phyllis and David York. *Toughlove: A Self-Help Manual for Parents Troubled by Teenage Behavior.* Sellersville, Pennsylvania: Community Service Foundation (P.O. Box 70, Sellersville, Pennsylvania 18960), 1980.

Zener, Anthony E. *Summary of Research on Effectiveness Training Programs.* Solana Beach, California: Effectiveness Training Inc, 1981.

APPENDIX A

Overview of Parent Education Programs

Legend

—	Unknown, unclear or not stated

Type of Alcohol/Drug Information

FAC	Facts: Substance composition, Appearance, usage
EFF	Effects: Physical/psychological consequences of use
NONE	No information on alcohol/drugs

Target Parent/Group

ANY	Any parent, regardless of offspring's use/non-use of alcohol/drugs
SPEC	Specifically parents whose offspring have not commenced alcohol/drugs use
*	Parents and offspring attend sessions
**	Other adults involved with youth

Age of Participant's Children

TEE	Teens
PTEE	Pre-teens
PSCH	Pre-school

Leader's Qualifications (as stated by developer)

TPL	Should/must be certified as Trained Program Leader
GPP	Should/must be Graduate of this Parenting Program
SSM	Self Study of Materials emphasized specifically for this program
NIL	Not stated or not required

Supplementary Information Sources

SPEA	Speakers: Expert speakers brought in
READ	Readings: Reference readings (books, periodicals) assigned
NONE	No outside sources used, aside from leader

Derivation of Content (on which program is based)

THEOR	Theory: Psychological/social theory
RES	Research: Research studies
CLI	Clinical: Clinical experience of psychologist/therapist
FAM	Family: Family life experience of parents
OTHER	Other sources (e.g., Bible, other programs), eclectic or not defined

Efficacy claimed by Program Developer

RES	Research: Yes, with research evidence
ANEC	Anecdotal: Yes, with anecdotal evidence
YES	Yes, but with no evidence
NO	No claims of efficacy

Type of Reinforcement Techniques Emphasized

POS	Positive reinforcement
NEG	Negative reinforcement (may or may not include physical punishment
NIL	Reinforcement techniques not emphasized

■	Yes

Characteristics of the Various Parenting Programs at a Glance

Program	Type of Program	Alcohol/Drug Information	Target Parent Group	Age of Participant's Children	Number of Sessions	Recommended Group Size	Leader's Qualifications	Audio Visual Instructional Aids Used	Supplementary Information Sources	Derivation of Content
Parent Effectiveness Training (P.E.T.)	GENERAL	NONE	ANY	TEE	8	–	TPL		NONE	CLI
Children: The Challenge	GENERAL	NONE	ANY	ALL	10	14	SSM		READ	THEOR
Becoming a Better Parent	GENERAL	NONE	ANY	TEE	10	–	GPP		NONE	OTHER
Relation Parent-Enfant	GENERAL	NONE	ANY	PTEE	10	–	SSM	■	READ	THEOR FAM
Relation Parent-Adolescent	GENERAL	NONE	ANY	TEE	10	–	SSM	■	READ	THEOR FAM
STEP: Systematic Training for Effective Parenting	GENERAL	NONE	ANY	ALL	9	10-12	SSM	■	NONE	CLI
Parent Child Communication	GENERAL	NONE	ANY	ALL	6	–	NIL		READ	–
Project FIT: Families Interacting Together	GENERAL	NONE	ANY	ALL	7	60-75	NIL	■	NONE	OTHER
Creating Supportive Systems	GENERAL	NONE	* ANY	TEE	6	20-64	TPL	■	NONE	THEOR
Adult Workshops on Adolescence	GENERAL	NONE	** ANY	TEE	7	20-60	NIL		READ	RES
Parenting Skills	GENERAL	NONE	ANY	ALL	1-19	–	NIL	■	READ	RES,CLI OTHER
The Primary Prevention Project	GENERAL	NONE	ANY	ALL	10	15	TPL		READ	FAM
A Family Response to the Drug Problem	GENERAL ALCOHOL/DRUG	FAC EFF	ANY	ALL	6	–	NIL	■	SPEA	OTHER
How to Talk with Children About Drinking	ALCOHOL/DRUG	FAC	SPEC	ALL	4	20	SSM	■	NONE	CLI OTHER
The Power of Positive Parenting	ALCOHOL	FAC EFF	SPEC	PSCH	8	–	NIL	■	READ	OTHER
Communication and Parenting Skills (CAPS)	GENERAL ALCOHOL/DRUG	FAC	ANY	ALL	9	10-12	GPP	■	READ	OTHER
Adults, Drugs & Decisions	ALCOHOL/DRUG	FAC EFF	ANY	ALL	5	–	TPL	■	READ	OTHER
Families, Drugs and Decisions	ALCOHOL/DRUG	FAC EFF	SPEC	ALL	5	–	TPL		READ	OTHER
Parent/Family Substance Drug Abuse Prevention Education	ALCOHOL/DRUG	FAC EFF	SPEC	ALL	3-6	10-14	TPL		READ	OTHER
Kids and Drugs: Prevention Education for Parents	ALCOHOL/DRUG	FAC EFF	SPEC	ALL	7	–	TPL	■	READ	OTHER
The Parents' Network	GENERAL ALCOHOL/DRUG	FAC EFF	ANY	ALL	8	–	TPL	■	READ	OTHER
Let's Talk About Drugs	GENERAL ALCOHOL/DRUG	FAC EFF	* ANY	PTEE TEE	1-6	–	NIL	■	NONE	OTHER

Efficacy Claims by Developer	Values Clarification Exercises	Modelling Techniques Emphasized	Children's Needs/Self Concept	Children's Developmental Stages	Communications Skills Specified	I-Messages	Reflective Listening	Problem Solving	Type of Reinforcement Techniques Emphasized	Natural and Logical Consequences	Encouragement vs. Praise	Behavioral Contracting	Democratic Milieu	Family Council	Parenting Styles (authoritarian, authoritative, permissive) Described
RES	■	■	■		■	■	■	■	NIL	■	■		■		
ANEC	■	■	■					■	NIL	■	■		■	■	
NO		■	■		■		■	■	POS NEG	■	■			■	■
YES	■	■	■		■	■	■	■	NIL						■
YES	■	■	■		■	■	■	■	NIL						■
NO	■		■	■	■	■	■	■	NIL	■	■		■	■	■
NO	■		■		■	■	■	■	POS						
NO	■		■		■	■	■	■	NIL				■		■
YES	■		■		■		■	■	NIL			■	■		
NO			■	■					NIL						
NO			■		■	■			POS NEG				■		■
NO			■	■	■	■	■		NIL	■			■		
NO	■		■		■			■	NIL				■	■	
YES	■	■	■		■	■	■	■	NIL						
RES	■	■	■	■				■	POS				■		
RES	■	■	■		■	■	■	■	NIL	■	■		■	■	
NO	■		■		■		■	■	NIL	■	■		■		■
NO	■		■		■		■	■	NIL	■			■		
ANEC	■	■	■	■	■	■	■	■	POS	■	■		■		
NO	■	■	■		■	■	■	■	NIL	■	■		■	■	■
ANEC	■	■	■		■			■	NIL	■			■		■
NO		■	■		■			■	NIL				■		

Questionnaire

[illegible]

[illegible]

[illegible]

Dear Reader:

[illegible]

8. [illegible] used in Chapters 3, 4 and 5 [illegible] publication [illegible]?

Yes No

Comments ______________________________

____

9. How do you plan to use this publication? ______________________________

____

____

10. (1) Would you recommend this publication to a colleague/friend?

Yes No

Why? ______________________________

____

(2) Can you recommend other [illegible] or [illegible]?

Yes No

If yes, [illegible]

____

____

____

Please [illegible]